

## **Mediation Role of Self-Efficacy Perceptions in the Relationship between Emotional Intelligence Levels and Social Entrepreneurship Traits of Pre-Service Teachers**

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### **Abstract**

The purpose of this research is to examine the motivator role of self-efficacy in relationship between pre-service teachers' emotional intelligence levels and social entrepreneurship characteristics. Relational model was used in this study. The participants of the research are 360 pre-service teachers in different programs from Kilis 7 Aralık University Muallim Rifat Faculty of Education. To collect data, "social entrepreneurship scale of pre-service teachers," "Self-efficacy scale" and "emotional intelligence scale" were used. To analyze data, descriptive statistics, correlation analysis and the bootstrap method was used to determine motivator effect. As a result of analysis of the research data, statistically significant relationships with positive correlation were found between self-efficacy, emotional intelligence of pre-service teachers, and social entrepreneurial characteristics. In addition, self-efficacy perception was found to be a partial moderator role between social entrepreneurship characteristics and emotional intelligence level of pre-service teachers. Pre-service teachers understand their own and others' feelings and have the ability to manage. Thus, self-efficacy perceptions are influenced in a positive way, they trust more to their own knowledge, skills and abilities when it comes to a specific task. Therefore, the development of some entrepreneurial characteristics are positively affected towards a social problem to be solved voluntarily. Also emotional intelligence level of pre-service teachers and self-efficacy together explain 62% of the total variance of the characteristics of social entrepreneurship. In this context, in training teachers who are sensitive to social problems, and in an attempt to get sustainable innovative solutions, thereby creating social value, perceptions of self-efficacy and emotional intelligence are to important variables. Community service applications and rich experiences in social responsibility projects to improve emotional intelligence and self-efficacy perception of pre-service teacher are needed.

**Keywords:** Self-efficacy, emotional intelligence, social entrepreneurship, pre-service teacher

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## Öğretmen Adaylarının Duygusal Zekâ ve Sosyal Girişimcilik Özellikleri Arasındaki İlişkide Öz Yeterlik Algılarının Aracılık Rolü

### Öz

Bu araştırmanın amacı, öğretmen adaylarının duygusal zekâ düzeyi ile sosyal girişimcilik özellikleri arasındaki ilişkide öz yeterlik algılarının aracılık rolünü incelemektir. Araştırmada ilişkisel tarama modeli kullanılmıştır. Araştırmanın katılımcılarını Kilis 7 Aralık Üniversitesi Muallim Rıfat Eğitim Fakültesi'ndeki farklı programlarda öğrenim gören 360 öğretmen adayı oluşturmaktadır. Araştırma verilerinin toplanmasında “Öğretmen adaylarının sosyal girişimcilik ölçeği”, “Öz yeterlik ölçeği” ve “Duygusal zekâ ölçeği” kullanılmıştır. Araştırma verilerinin analizinde betimsel istatistikler, korelasyon analizi ve aracılık etkisini belirlemek amacıyla bootstrap yöntemi kullanılmıştır. Araştırma verilerinin analizi sonucunda; öğretmen adaylarının duygusal zekâ düzeyi, öz yeterlik algısı ve sosyal girişimcilik özellikleri arasında pozitif yönde anlamlı ilişkiler olduğu görülmüştür. Ayrıca öğretmen adaylarının duygusal zekâ düzeyi ile sosyal girişimcilik özellikleri arasındaki ilişkide öz yeterlik algısının kısmi aracılık rolüne sahip olduğu sonucu elde edilmiştir. Öğretmen adaylarının kendisinin ve başkalarının duygularını anlama ve yönetme becerisine sahip olması; öz yeterlik algılarını olumlu yönde etkilemekte, öğretmen adayı belirli bir işi yapabilme konusunda kendi bilgi, beceri ve yeteneklerine daha fazla güvenmekte, bu da öğretmen adaylarının herhangi bir karşılık beklemeden toplumsal problemleri çözmeye yönelik kendisini harekete geçiren bazı girişimci özelliklerinin gelişimine olumlu katkı sağlamaktadır. Araştırmada son olarak öğretmen adaylarının duygusal zekâ düzeyi ile öz yeterlik algıları birlikte sosyal girişimcilik özelliklerine ait toplam varyansın % 62'sini açıkladığı görülmüştür. Bu kapsamda toplumsal problemlere duyarlı, bu problemlere sürdürülebilir yenilikçi çözümler bulabilme gayret ve çabası içinde olan, böylece sosyal değer yaratabilen öğretmenlerin yetiştirilmesinde duygusal zekâ ve öz yeterlik algısının önemli iki değişken olduğu söylenebilir. Öğretmen adaylarının duygusal zekâ ve öz yeterlik algılarını dolayısıyla sosyal girişimcilik özelliklerini geliştirmek için topluma hizmet uygulamaları ve toplumsal sorumluluk projesi gibi derslerde zengin yaşantılar geçirmeleri sağlanmalıdır.

**Anahtar Sözcükler:** öz yeterlik, duygusal zekâ, sosyal girişimcilik, öğretmen adayı

## Introduction

Educational institutions are organizations that possess contemporary qualities (Argon & Selvi, 2013), are competent in economic, social, cultural and even political matters (Najafi, Ghahfarokhi, Shafiei & Afsouran, 2014), learn to learn, creative, and innovative (Numanoglu, 1999; Çalık & Sezgin, 2005), in other words, that aim to train entrepreneurial individuals (Akar & Aydın, 2015).

The concept of entrepreneurship is derived from the word "Entreprendre", a French word that means to embark, to commence, to undertake (Ahmadpor Dariani, 2005). Mill (1848) stated that entrepreneurship is composed of different components such as management, supervision, control and risk taking. Duren and Niemen (2005) defined entrepreneurship as the ability to demonstrate a higher performance in the production process and produce innovations, but also focused on risk taking and awareness about the opportunities available in the environment as essential skills that an entrepreneur must possess. Drucker (1985) argued that there was a mutual relationship between creativity, innovation and entrepreneurship. Drucker proposed that there could be no entrepreneurship without creativity and innovation. In a study conducted with entrepreneurs by Jeff (1989), it was concluded that the primary objective of entrepreneurs is to innovate, while the secondary objective is to achieve economic benefits. According to Hisrich, Langan-Fox and Grant (2007), entrepreneurship is an important factor for employment, economic growth, innovation, improvement of product and service quality and competition. According to Kim, Aldrich and Keister (2003), entrepreneurial activity has a vital role in the economic growth and development of a nation. According to Bednarzik (2000), entrepreneurship promotes innovation, new businesses and global competition on a national and institutional basis. Aldrich (1999) emphasized that entrepreneurship has a significant role in the development of the economy and sustenance of institutions.

Entrepreneurship is not only considered an economic, but also a social activity. This perspective has resulted in the emergence of the social entrepreneurship approach. Social entrepreneurship, which at its core contains socialness and entrepreneurship, involves solving the social problems with an entrepreneurial approach in its simplest form (Güler, 2008). Concepts of social entrepreneurship and social entrepreneur were defined by different authors in different ways (Dees, 1998). Dees (1998) defined social entrepreneurs as those with social objectives. According to Thake and Zadek (1997), social entrepreneurs act with the desire to establish social justice. According to Reis (1999), social entrepreneurs create social values by using financial resources with an innovative approach to ensure social, economic and societal development. According to Drayton (2002), social entrepreneurs are significant agents of change that are focused on identifying, addressing and resolving social problems. According to Alford, Brown and Letts (2004), social entrepreneurs generate innovative solutions for existing social problems and mobilize ideas, talents, resources and social regulations necessary for social transformation. According to Miller, Grimes, McMullen and Vogus (2012), social entrepreneurs put forward innovative business models that address social problems and complex social needs. Based on the above mentioned definitions and as Aileen Boluk and Mattiar (2014)

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mentioned, it could be argued that social entrepreneurs focus on solving social problems in the society and providing for the social needs instead of achieving commercial income. According to Martin and Osberg (2007), the most important difference between conventional entrepreneurs and social entrepreneurs is the fact that while entrepreneurs are motivated by money, social entrepreneurs are motivated by altruism (thinking about others) and benevolence (p. 34). Therefore, social entrepreneurship processes are different from the processes in conventional entrepreneurship in terms of objective and motivation, although these processes are similar to those of traditional or commercial entrepreneurs. Interest in social motivators has become a main precondition for all social entrepreneurship studies. Furthermore, it was considered a decisive feature of social entrepreneurship. Entrepreneurs and social entrepreneurs are generally separated based on whether they are motivated by profit (Aileen et al., 2014). Social entrepreneurs need to generate financial profits as well in order to continue their mission although their primary aim is to find permanent solutions for social problems and to create social values. For the social entrepreneur, economic value does not represent the ultimate goal, but it must be taken seriously as it is an important aspect that ensures the sustainability of innovation, initiatives and financing (Mair & Marti 2005, p. 39). Thus, Whitman (2011) emphasized that social entrepreneurs create and implement applicable economic models to achieve their social and environmental goals.

Social entrepreneurs emerge in situations where the public or private sector is unable to fulfill the current needs in areas such as education, welfare, environment and health sufficiently. They diverge from conventional entrepreneurs by pursuing a social mission and focusing on social needs (Austin, Stevenson & Wei-Skillern, 2006), and endeavor to maximize their social impact to achieve their social objectives (Sherman, 2006). They consider that they could only improve the well-being of the inadequate, neglected and over-disadvantaged population to the highest level by this method (Martin & Osberg, 2007, p. 35).

When the characteristics of social entrepreneur teachers are considered, it could be observed that they possess qualities such as self-motivation, determination, ambition, charisma, leadership, risk taking, communicating their vision, inspiration, high level use of resources (Shaw & Carter, 2007, p. 422), extroversion and being open to experiences (Akar & Aydin, 2015). Empathy and high motivation levels are necessary traits for a social entrepreneur (Pearce, 2003). These traits considerably refer to emotional intelligence and self-efficacy perception.

Emotional intelligence refers to cognitive processes involved in recognizing, understanding, and managing the emotions of the self and other people in order to solve the problems the individual faces and to regulate her / his behavior (Mayer & Salovey, 1997). According to Goleman (1995), emotional intelligence includes innate and acquired abilities, skills and potentials. In various studies, emotional intelligence has been demonstrated to have significant effects on individual and organizational variables such as psychological well-being, establishing high quality social relationships and success in career, problem recognition and solving, job

satisfaction, job participation, job performance and job loyalty (Schutte , Malouff, Thorsteinsson, Bhullar & Rooke, 2007; Mayer, Roberts & Barsade, 2008; Lopes, Brackett, Nezlek, Schütz, Sellin & Salovey 2004; Romannelli, Cains & Smith, 2006; O'Boyle, Humphrey, Pollack & Story, 2011; Carmeli, 2003; Zampetakis, Kafetsios, Bouranta, Dewett & Moustakis, 2009; Ashkanasy & Daus, 2005; Cherniss, 2010).

Based on previous studies, emotional intelligence has an important impact on the entrepreneur behavior. Entrepreneurs with a high level of emotional intelligence are more resilient to environmental oppression, better understand their negative emotions, and can regulate their emotions to reduce stress. This fact increases the entrepreneurial behavior. Entrepreneurs with high emotional intelligence can demonstrate high-level creative behavior (Kamalian & Fazel, 2011; Nikolaou & Tsaousis, 2005). Positive emotions were observed to encourage cognitive flexibility and creativity in studies conducted on new ideas and recognition of opportunities (Staw, Sutton & Pelled, 1994). According to George and Zhou (2007), positive emotions enable individuals to be more creative, and to come up with more ideas. In a study conducted by Forgas (1989), it was determined that positive emotions developed problem solving skills in the decision making process. Weitzel, Urbig, Desai, Sanders and Acs (2010) reported that creativity reduced egoistic desires in a study. The same study demonstrated that more creative individuals exhibited higher levels of sacrificial behavior. According to Goleman (1995), individuals with high levels of emotional intelligence have great ability to help people, solve their problems and take responsibility. According to Baron (2008), although positive emotions increase the creativity of entrepreneurs and their ability to recognize opportunities, they also play a significant role in transforming the experiences of entrepreneurs into solutions through intuitive processes. A study conducted by Yitshaki (2012) showed that the charismatic and inspirational behavior of entrepreneurs that is considered to be effective on their followers to recognize and manage their emotions have an important impact on the emergence of new entrepreneurial behavior.

In studies conducted by different researchers, it was concluded that entrepreneurial behavior requires the ability to establish effective communications with others. The ability to interact with other people depends on high level of emotional intelligence and is significant for the ability to take advantage of opportunities and innovations (Chell & Baines, 2000; Duchseneau & Gartner, 1990; Rauch & Frese, 2007). Zampetakis et al. (2009) stated that emotional intelligence influences entrepreneurial behavior in two ways. First, individuals with high levels of emotional intelligence are more resilient to stress through self-efficacy. Second, those with a high level of emotional intelligence are proactive individuals, which in turn have more creative tendencies that enable them to engage in entrepreneurial behavior.

In a study on entrepreneurial behavior in organizations, it was concluded that emotional intelligence was related to individual entrepreneurial behavior such as independent / autonomous - integrative / collaborative behavior (Zampetakis et al.,

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2009). However, it was observed that emotional intelligence affected entrepreneur behavior such as conciliation, procuring and organizing resources, determination and utilization of opportunities, stress management and leadership (Foo, Elfenbein, Tan & Aik, 2004; Rozell, Pettijohn & Parker, 2004). Jamshidi, Pool, and Khoshkorodi (2012) indicated that emotional intelligence plays an important role in enhancing self-efficacy perception of employees in the work environment.

Self-efficacy is considered as the most important component of achievement in Bandura's social cognitive learning theory and positive psychology. Self-efficacy has a decisive impact on the ability of the individual to control her / his emotions, thoughts and activities, as well as being an important factor in achieving a successful performance. Self-efficacy is the thoughts of an individual about self-capacity (Halper & Vancouver, 2016). Self-efficacy perception is defined as the belief of an individual in her or his own capacity to determine and implement the behavior required to achieve an objective (Bandura, 1997). Self-efficacy is a productive force in which cognitive, social, emotional and behavioral skills are effectively organized to achieve various goals. Therefore, self-efficacy influences the outcome of future actions and situations (Baron, Mueller & Wolfe, 2016). Self-efficacy is an important motivational structure that affects individual preferences, goals, emotional reactions, efforts and determination (Stajkovic & Luthans 1998). Self-efficacy is the basis of individual motivation, general well-being and personal success in life. Individuals are less willing to take action to confront difficulties unless they believe that their actions will result in the desired outcomes (Pajares, 2002). According to Krueger, Reilly and Carsrud (2000), self-efficacy is a prerequisite for entrepreneurship. Individuals with high self-efficacy have more internal motivation to conduct entrepreneurial task. They continue to make efforts without giving up, act in a more determined manner even when they face obstacles and mishaps. According to Heath & Tversky (1991), self-efficacy perception also has a significant impact on the risk taking tendency of an individual. Tierney and Farmer (2002) reported that an individual's creativity is generally influenced by the same individual's self-efficacy. Bandura (1997) indicated that individuals with a high level of self-efficacy perception are more likely to have challenging goals and creativity. Studies demonstrated that self-efficacy perception has a significant influence on entrepreneurial intentions and behavior (Sánchez, 2011; Shook & Bratianu, 2010; Pihie, 2009).

Today, when we consider the increasing global problems, there are several prevailing economic, social and health problems such as poverty and unemployment, hunger, various diseases, human rights, education and housing, and especially the negative consequences of wars and natural disasters (Akar & Aydın, 2015). It is, therefore, important to train social entrepreneur teachers who are sensitive to all above mentioned social problems and who try to solve these problems without expecting any compensation and who can create social values that could benefit all humanity. Because the teaching profession is not a profession limited to the activities of teaching conducted under the roof of the school. One of the most important functions of the teacher and the school is to produce permanent solutions to global

social problems and to conduct work that would benefit humanity. Social entrepreneur teachers do not have the intention and anxiety to make an economic gain when spending all these efforts. They are individuals who are motivated with the happiness of doing good for the humanity. According to Konaklı and Göğüş (2013), the design and realization of activities that can contribute to the development and change of the school environment are among the social entrepreneurship roles of the teachers. For instance, designing beneficial adult education, social welfare services, and learning products are the tools the entrepreneur teacher uses to respond to community problems and needs. Recently, interest in the social entrepreneurship roles of pre-service teachers was also reflected in studies. Literature review would demonstrate that these studies were concentrated on development of scales to determine social entrepreneurship traits of pre-service teachers (Konaklı & Göğüş, 2013), social entrepreneurship traits of social studies teachers (Çermik & Şahin, 2015; Yazici, Uslu & Arık, 2016), and the correlations between social entrepreneurship traits and personal traits (Akar & Aydın, 2015) and lifelong learning trends (Sezen-Gültekin & Gür-Erdoğan, 2016) and self-efficacy perceptions of pre-service teachers (Konaklı, 2015). In the present study, the mediating role of self-efficacy perceptions on the correlation between emotional intelligence levels and social entrepreneurship traits of pre-service teachers was examined. Thus, the research hypotheses were constructed as follows:

- H<sub>1</sub>: Emotional intelligence levels of pre-service teachers significantly predict their social entrepreneurship traits.
- H<sub>2</sub>: Emotional intelligence levels of pre-service teachers significantly predict their self-efficacy perceptions.
- H<sub>3</sub>: Self-efficacy perceptions of pre-service teachers significantly predict their social entrepreneurship traits.
- H<sub>4</sub>: Self-efficacy perceptions play a role of mediation in the relationship between emotional intelligence levels and social entrepreneurship traits of pre-service teachers.

### **Method**

The present study was conducted based on relational screening model. Relational screening model is a research model aimed to determine the presence or degree of covariance between two or more variables (Karasar, 2006). In the present study, the relationships between the emotional intelligence level, self-efficacy perception and social entrepreneurship traits of pre-service teachers were examined.

### **Population and Sample**

The population of the study included pre-service teachers attending Kilis 7 Aralık University Muallim Rifat Education Faculty during the 2015-2016 academic year. Data collection tools were sent to 1120 pre-service teachers who were studying in the faculty via e-mail. However, 360 scale forms were returned by the students. Thus, all statistical procedures were performed with the data obtained from 360 pre-service teachers. 37.8% of pre-service teachers were male, 62.2% were females;

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18,1% were studying to become science teachers, 21,1% were studying to become preschool teachers, 15% were studying to become classroom teachers, 26,4% were studying to become social studies teachers and 19,4% were studying to become Turkish teachers; 13.6% were freshmen, 22.2% were sophomores, 17.5% were juniors and 46.7% were senior students.

### Data Collection Tools

Emotional intelligence scale, self-efficacy scale, social entrepreneurship scale and personal information form were used in data collection. Table 1

**Emotional intelligence scale – short form:** The emotional intelligence scale developed by Petrides and Furnham (2000) was adapted to Turkish by Deniz, Özer and Işık (2013). The scale is a 4-dimensional scale that includes 20 items and the scoring is conducted in a 7-point Likert scale. The scale dimensions are called "subjective well-being", "self-discipline", "emotionality" and "sociability". As observed by Deniz et al. (2013) in the analyses they conducted, the four-factor structure of the scale had a model fit ( $\chi^2 / df = 2.46$ , GFI = 0.95, AGFI = 0.92, CFI = 0.91, RMSEA = 0.056). In the adaptation study conducted by Deniz et al. (2013), the Cronbach alpha internal consistency coefficient for the scale was reported as .81, while it was .72 for the well-being sub-dimension, it was .70 for the self-discipline sub-dimension, it was .66 for the emotionality sub-dimension, and it was .70 for the sociability sub-dimension. The validity and reliability of the scale were retested in the present study. Confirmatory factor analysis (CFA) was performed to test the validity of the scale. CFA result showed that the scale had model fit ( $\chi^2/df=285.178/96=2.97$ , RMSEA = 0.074, CFI = 0.92, TLI = 0.90, GFI = 0.92, and AGFI = 0.88). Cronbach alpha internal consistency coefficient was .88 for the whole scale, while for the well-being subscale it was .83, for self-discipline subscale it was .82, for emotionality subscale it was .78, and for sociability subscale the Cronbach alpha internal consistency coefficient was .80.

**Self-Efficacy scale:** The self-efficacy scale developed by Schwarzer and Jerusalem (1992) was adapted to Turkish language by Yeşilay (1996). The scale is a one-dimensional 5-point Likert-type scale that includes 10 items. The scale measures the general self-efficacy perceptions of individuals based on their self-perceptions on their ability to overcome new and difficult tasks. Scale items are not specific to a specific field but include general expressions. The validity and reliability of the scale were retested within the scope of the present study. Confirmatory factor analysis (CFA) was performed to test the validity of the scale. CFA results demonstrated that the scale had model fit ( $\chi^2 / df = 82.747 / 33 = 2.51$ , RMSEA = 0.065, CFI = 0.98, TLI = 0.97, GFI = 0.96, AGFI = 0.93). In the present study, the reliability of the scale was examined with Cronbach alpha internal consistency coefficient. The Cronbach alpha internal consistency coefficient was .94 for the whole scale.

**Pre-Service Teachers Social Entrepreneurship Scale:** The pre-service teachers social entrepreneurship scale developed by Konaklı and Göğüş (2013) is a



5-point Likert-type 21-item measure consisting of three dimensions; risk taking (7 items), self-confidence (8 items) and personal creativity (6 items). The analyzes conducted by Konaklı and Gögüş (2013) demonstrated that the 3-factor structure of the scale has model fit ( $\chi^2 / sd = 427.15 / 186 = 2.29$ ; RMSEA = 0.063; NFI = 0.90; NNFI = 0.95; CFI = 0.95; GFI = 0.90; AGFI = 0.86). The Cronbach alpha internal consistency coefficient for the scale was reported to be .85 for the whole scale, while it was reported as .77 for the self-confidence subscale, .72 for the risk-taking subscale, and .70 for the personal creativity subscale. The validity and reliability of the scale were retested in the present study. Confirmatory factor analysis (CFA) was performed to test the scale validity. CFA results showed that the scale had model fit ( $\chi^2 / df = 475.540 / 183 = 2.60$ , RMSEA = 0.067, CFI = 0.93, TLI = 0.92, GFI = 0.89, AGFI = 0.86). Reliability of the scale was examined by Cronbach alpha internal consistency coefficient. The Cronbach alpha internal consistency coefficient for the whole scale was .92, while it was .89 for the self-confidence subscale, .84 for the risk-taking subscale, and .82 for the personal creativity subscale.

### Data Analysis

In the analysis of the data, descriptive statistical methods were used to establish the current status, Pearson correlation analysis method was used to determine the correlations between the variables and the bootstrap method was used to determine the significance level of the mediation effect. Initially, confirmatory factor analysis (CFA) was conducted using the AMOS 22 software to test the fit of the scale with the research data. Descriptive and correlational analyzes for the study variables were then performed using SPSS software. Finally, the PROCESS macro, developed by Hayes (2008), which is provided free of charge to researchers at "<http://www.processmacro.org/index.html>" that integrates with SPSS and could perform mediation and regulatory tests was used. Based on "Model 4" available on the PROCESS macro, the sample size of 360 was reconstructed as 1000 with debugged and corrected bootstrap method at 95% confidence interval. The bootstrap method makes it possible to resample to produce very large data sets from the existing data set (Sacchi, 1998). Thus, instead of conducting analyses which may be meaningless with small data sets, more accurate results can be obtained with analyses conducted on larger data sets obtained by resampling. Bootstrap method does not require preconditions such as normal distribution, etc. In order for the mediation effect to be significant, the confidence interval (CI) should not contain "0" value (Hayes, 2009).

### Findings

The mean, standard error, and Pearson correlation coefficient figures for the emotional intelligence levels, self-efficacy perceptions, and social entrepreneurship traits of pre-service teachers that participated in the study are presented in Table 1.

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Table 1

*Correlation Coefficient Values for the Emotional Intelligence Levels, Self-Efficacy Perceptions, and Social Entrepreneurship Traits of Pre-Service Teachers*

Variables	$\bar{x}$	Ss	1	2	3
1.Social entrepreneurship	3,81	0,61	1		
2.Self-Efficacy	3,75	0,77	,78**	1	
3.Emotional intelligence	4,94	0,79	,58**	,63**	1

\*\*p<0,01

Table 1 demonstrates that there was a significant positive correlation between all variables included in the research model ( $p < 0,01$ ). There were high level of positive correlation between the self-efficacy perceptions and social entrepreneurship traits of pre-service teachers ( $r = 0.78$ ;  $p < 0.01$ ), a positive correlation between emotional intelligence and social entrepreneurship traits ( $r = 0,58$ ;  $p < 0, 01$ ), and a positive correlation between self-efficacy and emotional intelligence traits ( $r = 0,63$ ;  $p < 0,01$ ). While the highest correlation was observed between self-efficacy and social entrepreneurship traits ( $r = 0.78$ ), the lowest correlation was found between self-efficacy and emotional intelligence ( $r = 0.58$ ). In Table 1, it was observed that the average scores of pre-service teachers for the variables of social entrepreneurship ( $\bar{x} = 3.81$ ), self-efficacy ( $\bar{x} = 3.75$ ) and emotional intelligence ( $x = 4.94$ ) were mostly in the intermediary level.

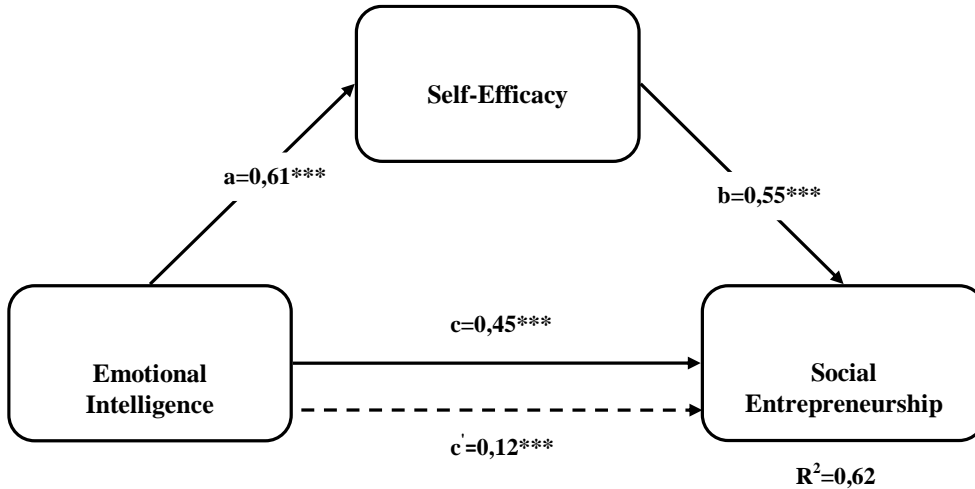
The procedure proposed by Baron and Kenny (1986) is frequently used to determine the mediation effect in the literature. The steps of this procedure are as follows;

- 1) The effect of the independent variable on the dependent variable should be significant.
- 2) The effect of the independent variable on the mediating variable should be significant.
- 3) The effect of the mediating variable on the dependent variable should be significant.
- 4) Finally, when the mediating variable and the independent variable are simultaneously analyzed, the previous significant correlation between the dependent and the independent variable must either become insignificant or the previous level of significance should reduce. If the effect between the independent variable and the dependent variable becomes insignificant, it is considered that there is full mediating effect and if the reduced, there is a partial mediating effect.

The results for determination of the mediating role of self-efficacy perceptions in the correlation between emotional intelligence and social entrepreneurship levels of pre-service teachers are presented in Figure 1.

Figure 1

*The Mediating Role of Self-Efficacy Perceptions in the Correlation Between Emotional Intelligence and Social Entrepreneurship Levels of Pre-Service Teachers and Non-Standardized  $\beta$  Values*



\*\*\*p<0,001

Figure 1 demonstrates the total effect of emotional intelligence on social entrepreneurship was significant ( $\beta = 0.45$ ;  $t = 13.51$ ;  $p < 0.001$ ). The direct effect of emotional intelligence on mediating variable self-efficacy was significant ( $\beta = 0.61$ ;  $t = 15.21$ ;  $p < 0.001$ ). The effect of mediating variable self-efficacy on social entrepreneurship was significant ( $\beta = 0.55$ ;  $t = 16.50$ ;  $p < 0.001$ ). The correlation between emotional intelligence and social entrepreneurship decreased when emotional intelligence and the mediating variable self-efficacy were included in the model simultaneously ( $c' = 0.12$ ;  $t = 3.62$ ;  $p < 0.001$ ). These findings demonstrated that all the steps of the procedure proposed by Baron and Kenny (1986) were met. Thus, it could be argued that self-efficacy plays a mediating role in the relationship between emotional intelligence and social entrepreneurship. Furthermore, emotional intelligence and self-efficacy account for 62% of the total variance in social entrepreneurship.

The indirect, direct, and total effects on the study variables are as shown in Table 2.

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Table 2

*The Effects between the Emotional Intelligence Levels, Self-Efficacy Perceptions and Social Entrepreneurship Traits of Pre-Service Teachers*

Effects	Point Estimate	SE	z	p	Bootstrapping	
					% 95 CI	
					Low Level	High Level
Indirect effect	0,3325	0,0394	11,170	0,000***	0,258	0,414
Direct effect	0,1166	0,0322			0,053	0,180
Total effect	0,4491	0,0332			0,384	0,514

To determine the level of significance of the indirect effect, the results obtained when the sampling size was determined as 1000 and debugged and corrected bootstrap analysis was conducted within the 95% confidence interval are presented in Table 2. The indirect effect of emotional intelligence on social entrepreneurship via self-efficacy perception was statistically significant according to Table 2 (Indirect Impact = 0,3325 and 95% BCA GA [0,258- 0,414]). Based on the study findings, it could be argued that all research hypotheses (H1, H2, H3 and H4) were confirmed.

### **Conclusion and Recommendations**

The objective of the present study was to determine the mediating effect of self-efficacy perception on the correlation between the levels of emotional intelligence and social entrepreneurship traits of pre-service teachers. As a result of the analysis conducted with the collected data, it was concluded that there was a positive correlation between emotional intelligence levels, self-efficacy perceptions and social entrepreneurship traits of pre-service teachers, and that the self-efficacy perceptions of pre-service teachers had a partial mediating role in the correlation between emotional intelligence level and social entrepreneurship traits. Furthermore, it was found that emotional intelligence levels and self-efficacy perceptions of pre-service teachers accounted for 62% of the total variance associated with social entrepreneurship traits. Based on these results, it could be argued that all the research hypotheses were confirmed.

The results related to the first hypothesis of the research demonstrated that there was a moderately significant positive correlation between the levels of emotional intelligence and social entrepreneurship of pre-service teachers, and that emotional intelligence levels of pre-service teachers significantly predicted their social entrepreneurship traits. This finding is consistent with previous study results (Kashif, Khurshid & Zahid, 2016; Oriarewo, Agbim & Zever, 2014; Nezhad, Marjani & Najafi, 2015). Based on this finding, it could be argued that the improvement of well-being levels of pre-service teachers, their ability to understand and manage their own and others' emotions, and their level of competence in interpersonal relations could increase entrepreneurial activities that aim to solve social problems. According to

Zampetakis et al. (2009), those who could understand and express their own feelings could recognize and accept their own emotions before others do. The ability to notice and recognize emotions could make it easier for entrepreneurs to regulate their emotions when needed. Davis and Peake (2014) argued that individuals with a high level of emotional intelligence might be more successful in overcoming a fear of failure about their entrepreneurial intentions. Thus, it could be argued that the candidates with a high level of emotional intelligence would be able to manage their negative emotions such as fear and anxiety better that could arise when they start a new business. In other words, if the pre-service teacher has the ability to manage her or his emotions, the anxiety of failure could be reduced. Furthermore, it would be easier to maintain the desire to engage in a new business. According to Bar-On (1997), individuals with high levels of emotional intelligence could more easily cope with stress and uncertainty, while at the same time improving their health and well-being. Chell and Baines (2000) stated that high emotional intelligence perception positively affects interpersonal relationships. The skill of establishing quality relationships with other individuals is often regarded as one of the prerequisites of the attempt to exploit opportunities and innovations. Thus, it could be argued that pre-service teachers who could manage their emotions well, decrease the adverse effects of negative emotions and interact with others easily using high social skills are likely to engage in novel incentives.

The results related to the second hypothesis of the study demonstrated that there was a significant positive correlation between emotional intelligence levels and self-efficacy perceptions of pre-service teachers, and that emotional intelligence levels of pre-service teachers significantly predicted their self-efficacy perceptions. This finding is consistent with the results of previous studies (Rastegar & Memarpour, 2009; Moafian & Ghanizadeh, 2009; Gürol, Özeran & Yalçın, 2010; Koçoğlu, 2011; Sarkhosh & Rezaee, 2014). Based on these findings, it could be argued that the self-efficacy perceptions of pre-service teachers who are aware and able to manage their emotions would be positively affected.

The results related to the third hypothesis of the study demonstrated that there was a high level positive correlation between self-efficacy perceptions and social entrepreneurship traits of pre-service teachers and that self-efficacy perceptions of pre-service teachers significantly predicted their social entrepreneurship traits. This finding was consistent with the results of previous studies (Konakli, 2015; Urban 2015; Pihie & Bagheri, 2013; Shinnar, Hsu & Powell, 2014). Based on this finding, it could be argued that the increase in self-efficacy perceptions of pre-service teachers might contribute to their social entrepreneurship traits. Entrepreneurial self-efficacy affects their choices, enthusiasm, efforts, and commitment, when entrepreneurs face difficulties (Boyd & Vozikis, 1994). Entrepreneurial self-efficacy perceptions play an important role in initiating and sustaining a new initiative (Kickul et al., 2008). It is expected of an individual who thinks he or she has the necessary qualifications for a successful venture to behave in an entrepreneurial manner and to be determined about sustaining these behaviors. Only belief in one's self would not result in behavior, it is also necessary to have intent that would turn belief into action. Self-

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efficacy is considered as a significant variable in determining both the entrepreneurial intent and the likelihood that this intention would result in entrepreneurial action. Self-efficacy is also known to affect the behavior, goals, resolution and performances of individuals (Zhao, Seibert & Hill, 2005; Boyd & Vozikis, 1994). Individuals with high self-efficacy perceptions and high levels of entrepreneurial intentions are more likely to engage in entrepreneurial activities later in their lives (Carr & Sequeira, 2007; Kickul, Wilson, Marlino & Barbosa 2008). Individuals who do not believe in their own abilities are disappointed when faced with risky situations and are unable to produce an effective performance. Such individuals are often afraid of dealing with hard work. As a result, their performances are negatively affected and their feelings of inadequacy increase (Maddux, 1995). The self-efficacy perception has an important effect on the individual's risk-taking tendencies. Because individuals can take risks that are perceived within their competencies (Zakarevičius & Župerka, 2010). Thus, it could be argued that the belief of pre-service teachers in their own knowledge, skills and abilities in finding original and permanent solutions for a social problem, and in self ability to solve these problems would encourage pre-service teachers to take risks and try new things, as well as promoting them to continue to engage in entrepreneurship activities against the encountered difficulties.

The results related to the fourth hypothesis of the study demonstrated that self-efficacy perceptions play a mediating role in the correlation between emotional intelligence levels and social entrepreneurship traits of pre-service teachers. Based on this finding, it was concluded that level of emotional intelligence of pre-service teachers indirectly influenced their social entrepreneurship traits as well as their self-efficacy perceptions. Mortan, Ripoll, Carvalho and Bernal (2014) also reported similar results. According to Mortan et al., emotional intelligence plays an important role in prediction of entrepreneurial processes. The capacity to organize and use emotions affects the self-efficacy of pre-service teacher significantly, which in turn encourages them to become entrepreneurs. Pre-service teachers with a high emotional intelligence perception have a high self-confidence about their entrepreneurial skills and perceive themselves as individuals with more and better opportunities to engage in entrepreneurial activities. In the study conducted by Javed, Ali, Hamid, Shahid and Kulsoom (2016), it was reported that emotional intelligence positively affected self-efficacy perception and entrepreneurial intent. Salvador (2008) suggested that certain components of emotional intelligence have a positive effect on self-efficacy, that emotional intelligence played a significant role in improving entrepreneurial self-efficacy, and that people with high levels of emotional intelligence were more likely to pursue entrepreneurial activities. Research demonstrated that individuals with a high level of emotional intelligence have an internal control focus and could motivate themselves (Deniz, Tras & Aydoğan, 2009). Gagne and Deci (2005) stated that self-motivated people could have high level of self-confidence, self-esteem and self-perception. Bandura (1997) noted that self-efficacy perceptions of individuals who trust their own abilities would be positively affected. It is possible that someone who believes that they can succeed in a particular task is likely to engage in new tasks and more likely to take risks. It

could be argued that the characteristics of pre-service teachers who are aware of their own emotions and those of others and could manage these emotions and thus, could improve their well-being, who have high social skills, and possess self-discipline could affect their self-efficacy perceptions about accomplishing a task and in turn would contribute to problem solving behavior about social issues.

Based on the study results, it could be argued that studies on improving the emotional intelligence of the pre-service teachers could develop their self-efficacy perceptions and social entrepreneurship traits. Thus, pre-service teachers should be provided with rich experiences in courses such as social services and social responsibility projects that would increase their self-awareness in the school environment, help them control their emotions and improve their social skills, while also enhancing their awareness on social issues.

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