

Emotional Intelligence as a Predictor of Self Efficacy and Subjective Well Being among University Teachers of Public Sector

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Emotional Intelligence is an important aspect in teacher's training programs because it is linked to classroom administration performance and other maintenance factors for teachers. The purpose of this study is to highlight the role of emotional intelligence as a predictor of self-efficacy and subjective well-being among teachers at higher education level. It was hypothesized that emotional intelligence will predict self-efficacy and subjective well-being (life satisfaction, positive affect and negative affect) of public sector university teachers. The sample consisted of 300 (151 males, 149 females) teachers with ages ranging between 25- 55 years. The entire sample of teachers was drawn from public sector Universities of Karachi-Pakistan and were administered Demographic form, ICP Subjective Wellbeing Scale (Moghal & Khanam, 2012), Pakistani version of Generalized Self-Efficacy Scale (Tabasum and Rehman, 2003) originally developed by Schwarzer and Jerusalem, (1995), and Pakistani version of Trait Emotional Intelligence Questionnaire-Short Form (Shahzad, Riaz, Begum, & Khanum, 2013) originally developed by (TEIQue-ASF;) Petrides, Sangareau, Furnham, and Frederickson (2006). Descriptive statistics along with Correlation and Regression coefficient analysis was applied to explore the predictability of emotional intelligence for perceived self-efficacy and subjective well-being of teachers working in public universities of Karachi, Pakistan. Results revealed that emotional intelligence predicted self-efficacy, life satisfaction and positive affect of public sector university teachers but did not predict negative affect in the same.

Keywords: Emotional Intelligence, subjective well-being, life satisfaction, positive affect, negative affect

During the last few decades, there have been major changes in the policies and procedures followed in the education sector (Sahdat, Sajjad, Farooq, & Rehman, 2011). The education sector is one of the most important industries of any country and teachers are the backbone of any educational institute. Pakistan is a developing country and is grappling with several issues, problems and challenges in different areas especially in the field of education.

The main focus of the present study is to explore the psychological factors that make up emotional intelligence in teachers. Emotional intelligence (EI) has been explained as one's capacity to identify their own, or may be other's emotions, to distinguish between feelings and to use emotional information in ways that it helps them think and behave accordingly (Goleman, 2008). As earlier explained by Goleman (1998), EI is a drive to leadership performance given that it is a combination of skills and characteristics. Moreover, Moafian and Ghanizadeh (2009) concluded that there is a significant correlation between EI and teachers' self-efficacy.

Self-efficacy has been defined by Ormrod (2006) as the extent to which one believes in their ability to complete tasks and accomplish goals. The ability to understand the emotions of one's self and others creates an insight in an individual which leads to the full utilization of one's potential, eventually leading to self-efficacy.

Previous researches also support the relationship between EI and self-efficacy (Rastegar & Memarpour, 2009), especially among university teachers (Sarkhosh & Rezaee, 2014), and students (Gharetepeh, Safari, Pashaei, Razaee & Kajbaf, 2015). In fact, Gharetepeh, Safari, Pashaei, Razaee, and Kajbaf (2015) found EI to be a good predictor of self-efficacy. Indeed, there exists a significant relationship between emotional awareness, empathy, and self-efficacy (Abdolvahabi, Bagheri, Haghighi, & Karimi, 2012). EI also develops a sense of flexibility, optimism and effective interpersonal relationship, all of which have been found to be positive predictors of efficacy beliefs (Sarkhosh & Rezaee, 2014).

Another psychological factor that is strongly correlated with EI is subjective well-being. Many researchers (e.g., Bar-On, 1997; Ciarrochi, Chan, & Caputi, 2000; Martinez-Pons, 1997, 1999; Mayer, Caruso, & Salovey, 2000) have investigated the relationship between subjective well-being and EI and reported findings that suggest a low to moderate positive relationship. Subjective well-being has three components (a) life satisfaction: analysis of one's feelings and attitudes about life (Pettay, 2008), (b) positive affect: the level to which an individual goes through delight, interest, self-reliance and alertness (Snyder & Lopez, 2002) and (c) negative affect: the extent to which negative emotional states have been experienced like fear, sorrow, annoyance, guilt, contempt and disgust (Snyder & Lopez, 2002). A growing body of interdisciplinary research has clearly connected the relationship of EI to achievement, productivity, leadership, and personal and psychological health (Goleman, 1995, 1998; Epstein, 1998; Gardner, 1993; Weisenger, 1998; Low, 2000; Nelson & Low, 1999, 2003, 2005). Other psychological studies have indicated that EI (Birol, Atamtürk, Silman, Atamtürk, & Şensoy, 2009; Sy, Tram, & O'Hara, 2006) and job success (Judge, Jackson, Shaw, Scott, & Rich, 2007) are important factors for job performance and career success. These in turn prevent occupational stress (Nikolaou & Tsaousis, 2002), reduction of energy (Chan, 2006) and increase job and life satisfaction as well (Palmer, Donaldson & Stough, 2002). Ciarrochi, Chan, and Caputi (2000) also posit that EI may protect people from stress and lead to better adaptation.

It has been observed in various researches that emotions have been ignored by researchers, as well as policy makers in the study of public sector institutions as the workplace is considered to be a rational environment (Anari, 2012). This vision is quite common in educational institutions in Pakistan as well (Sahdat, Sajjad, Farooq, & Rehman, 2011). Recent research (Goad, 2005; Justice, 2005) has indicated the significance of emotional intelligence in teacher preparation programs. Emotional intelligence skills were linked to both classroom management performance and teacher retention factors for new and novice teachers. However, very few researches have focused on university teachers, and there is a lack of data regarding the matter from public sector universities of Pakistan. The present study focuses on emotional intelligence as an influential factor in perceived self-efficacy and subjective wellbeing of teachers working in government universities of Karachi, Pakistan. The following hypotheses were formulated in this regard:

- A. Emotional intelligence will predict self-efficacy of university teachers of public sector.
- B. Emotional intelligence will predict life satisfaction of university teachers of public sector.
- C. Emotional intelligence will predict positive affect of university teachers of public sector.
- D. Emotional intelligence will predict negative affect of university teachers of public sector.

Method

Participants

300 university teachers participated in this study. The sample comprised of both male (N=151) and female (N=149) teachers, teaching undergraduate and post-graduate courses. The age range of the participants was between 25 - 55 years ($\bar{x} = 38.69$, SD= 8.63).

Inclusion and Exclusion Criteria

Teachers between the ages of 25 to 55 years old participated in the study. The minimum criteria of education was Master's degree in relevant field along with a minimum of one year of teaching experience. Subjects were also excluded based on their marital status and divorced, widowed and separated individuals were excluded from the study.

Measures

Demographic Form: Comprised of questions regarding gender, marital status, family structure, current qualification and designation.

ICP Subjective Wellbeing Scale developed by Moghal and Khanam (2012). The positive affect and negative affect subscales, comprised of 12 items each, along with life satisfaction subscale comprised of 5 items. The Cronbach's alpha values for the subscales were .83, .84 and .81 respectively.

Pakistani Version of Generalized Self Efficacy Scale (Tabasum & Rehman, 2003) originally developed by Schwarzer and Jerusalem, 1995. The scale was designed to assess self-efficacy, i.e., the belief that one's actions are responsible for successful outcomes. The scaled score for each question ranges between 1 to 4. Higher scores indicate stronger belief in self-efficacy. Cronbach's alpha values range from .75 to .94 across a number of different language versions (Schwarzer, Mueller, & Greenglass, 1999).

Pakistani Version of Trait Emotional Intelligence Questionnaire-Short Form (Shahzad, Riaz, Begum, & Khanum, 2013) originally developed by TEIQue-ASF; Petrides, Sangareau, Furnham, and Frederickson, 2006. This form is primarily based on correlations between total facet scores. Moreover, it includes two items from each of the 15 facets in the

short form, which uses a 7 point response option format that is similar to that of likert response scale. Cronbach's alpha value was found to be .88.

Procedure

The sample was drawn from 4 public sector universities of Karachi. Teachers were approached individually and verbally explained the purpose of the study and their rights i.e. anonymity, confidentiality, and right to withdraw from the survey. Those teachers who agreed to participate were given informed consent forms. After signing the consent form participants were given the questionnaire booklets, containing the above mentioned tests. The researcher was present at all times to respond to any survey queries. Participants who were interested in results of the study were given an email address for further correspondence.

Results

Descriptive statistics were generated to get a better statistical view of the characteristics of the sample. Correlation and Regression coefficient analyses were applied to explore the predictability of emotional intelligence for perceived self-efficacy and subjective well-being of teachers working in government universities of Karachi, Pakistan.

Table 1
Showing Correlation of Emotional Intelligence, Self-Efficacy and Well-Being (N=300)

Variable	Life Satisfaction	Positive Affect	Negative Affect	Self- efficacy
Emotional intelligence	.234** (.000)	.146* (.011)	.027 (.642)	.251** (.000)
Life Satisfaction		.384** (.000)	-.235** (.000)	.424** (.000)
Positive Affect			-.665** (.000)	.391** (.000)
Negative Affect				-.159** (.006)

**p<.01, * p<.05

Bivariate correlation coefficient reveals a significant positive correlation of Emotional Intelligence with Life Satisfaction ($r=.234$, $p<.001$), Positive Affect ($r=.146$, $p=.01$) and Self-Efficacy ($r=.251$, $p<.001$). Results also reveal that self-efficacy has a positive relationship with Positive Affect ($r = .391$, $p < .001$) and Life Satisfaction ($r=.424$, $p<.001$) whereas negative correlation with Negative Affect ($r= -.159$, $p=.006$). A significant positive correlation of Life Satisfaction with Positive Affect ($r=.384$, $p<.001$) and negative correlation with Negative Affect ($r= -.235$, $p<.001$) was also found. Moreover Positive and Negative Affect were also negatively correlated with each other ($r= -.665$, $p<.001$).

Table 2

Summary of Regression Analysis with Emotional Intelligence as Predictor and Self-Efficacy as Dependent Variable

Variable	Self-efficacy		
	B	SE B	β
Emotional Intelligence	.068	.015	.251*
R ²		.063	
F		19.900**	

**p<.01, * p<.05

Regression analysis was used to test if the emotional intelligence significantly predicted participant's self-efficacy. The results indicated that emotional intelligence explained 6.3% variance in Self-Efficacy ($R^2 = .063$, $F(1, 297) = 19.900$, $P < .001$).

Table 3

Summary of Regression Analysis with Emotional Intelligence as Predictor and Life Satisfaction as Dependent Variable

Variable	Life satisfaction		
	B	SE B	β
Emotional Intelligence	.048	.021	.234*
R ²		.055	
F		17.17**	

**p<.01, * p<.05

Regression analysis was used to test if the emotional intelligence significantly predicted participant's life satisfaction. The results indicated that emotional intelligence explained 5.5% variance in Life Satisfaction ($R^2 = .055$, $F(1, 297) = 17.17$, $P < .001$).

Table 4

Summary of Regression Analysis with Emotional Intelligence as Predictor and Positive Affect as Dependent Variable

Variable	Positive affect		
	B	SE B	β
Emotional Intelligence	.055	.022	.146*
R ²		.021	
F		6.48**	

**p<.01, * p<.05

Regression analysis was used to test if the emotional intelligence significantly predicted participant's positive affect. The results indicated that emotional intelligence explained 2.1% variance in Positive Affect ($R^2 = .021$, $F(I, 297) = 6.48$, $P = .011$).

Table 5

Summary of Regression Analysis with Emotional Intelligence as Predictor and Negative Affect as Dependent Variable

Variable	Negative affect		
	B	SE B	β
Emotional Intelligence	.011	.024	.027
R ²		.001	
F		.216	

**p<.01, * p<.05

Regression analysis was used to test if the emotional intelligence significantly predicted participant's negative affect. The results indicated that emotional intelligence explained 0.1% variance in Negative Affect ($R^2 = .001$, $F(I, 297) = 0.216$, $P = .642$).

Discussion

Findings of the study show that Emotional Intelligence (EI) predicts self-efficacy among university teachers from different public universities of Karachi, Pakistan. These findings suggest that the emotional aspects of teachers' life play a significant role in evolving their efficacy beliefs (Sarkhosh & Rezaee, 2014). Sutton and Wheatley (2003: 339) have very interestingly put that "emotions may account for a portion of the variance in self-efficacy". Self-efficacy influences people's way of thinking and intrinsic reactions, and determines individuals' motivations and behavior (Bandura, 1994). According to Gibbs (2002) teachers' emotions and moods are the basis of controlling these self-efficacy judgments. Generally, teachers with high EI are intelligent in perception of emotions, managing their own emotions, managing others' feelings, and utilization of feelings (Amirian & Behshad, 2016). Penrose, Perry, and Ball

(2007) implied in their study that assisting teachers to further develop their emotional intelligence may enhance their sense of efficacy.

The literature also shows that there is a negative relationship between self-efficacy, social stress, anxiety, depression, outer control focus (Huebner & Gilman, 2006) and violence (Valois, Paxton, Zullig, & Huebner, 2006). This affirms the finding that emotionally intelligent people can better handle social stress and other negative feelings, which eventually enhances their perceived self-efficacy. Self-efficacy further contributes in terms of both increasing life satisfaction and psychological and social development (Suldo & Huebner, 2006).

Findings of the present study show that EI is also a good predictor of life satisfaction. Rey, Extremera, and Pena (2011) said that life satisfaction of people would increase if they are able to control and dominate their emotions. EI produces spiritual wellness among people. Spiritual wellness is the ability to integrate personal beliefs and values into actions (Westgate, 1996). It mediates the relationship between EI and life satisfaction which is also affirmed in a study conducted on females in particular (Habib, Riaz, & Akram, 2012). Among female teachers EI and happiness result in life satisfaction.

These findings are aligned with the findings of the present study because teachers with high EI can control, recognize and use emotional expression better than individuals with lower EI. They can also deal more effectively with problems by broadening their perspectives, developing positive outlooks about incidents and use prevalent life satisfaction. Mirkhan, Shakerinia, Kafi, and Khalilzade (2014) asserted that reduction of emotional problems leads to an increase in life satisfaction.

The outcome of the present study showed that EI significantly predicted positive affect among the sample, whereas it does not predict negative affect. This is backed by recent researches (e.g., Lam & Kirby, 2002; Petrides, Frederickson, & Furnham, 2004; Petrides, Pérez-González, & Furnham; 2007, Kulshrestha & Sen, 2006) that have validated that EI significantly predicts subjective well-being. A study by Chamorro-Premuzic, Furnham, and Lewis (2007) and Petrides and Furnham (2003) particularly outlines how EI is a basic predictor of life satisfaction, positive affect and even other personality traits (as described by the Big Five personality model). EI is also related to people's aptitude to handle their moods, but not to their capability to prevent moods from biasing their decisions (Ciarrochi, Chan, & Caputi, 2000).

Overall, it can be seen that EI is not only correlated but also found to be a predictor of self-efficacy, life satisfaction and positive affect in teachers of public sector universities in Karachi, Pakistan. Emotionally intelligent people are able to understand and control their emotions, tend to behave more rationally when confronted with problems, perceive everyday troubles as less stressful and themselves as more efficient, and experience more positive than negative emotions (Bar-On, 2000). Given that teachers are the backbone of the educational system, focusing on their levels of EI, can result in improved educational outcomes (Mirkhan, Shakerinia, Kafi, & Khalilzade, 2014). Together EI, self-efficacy and life satisfaction have been found to be predictors of peoples' behaviors and attitudes (Salami & Ogundokun, 2010).

However this study is limited in its focus, which is only on public sector university teachers. It is recommended that future researchers include private university teachers in the

sample as well. The culture of private universities is different from public sector universities and it would be interesting to note the differences that exist in the EI of teachers from these two factions.

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