



Investigation Rate of Emotional Intelligence in Physical Education Teachers in Zanjan Province

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Abstract

The aim of present study was to determine rate of emotional intelligence and five domains in physical education teachers. The research method was descriptive - correlation and statistical population consist of all physical education teachers of zanjan province during 2007-2008 year. From among 486 physical education teachers the sample of study was 215 teachers which selected through random sampling proportional method. The research instruments were Sibirya Sharing emotional intelligence questionnaire. At last, collected data were analyzed through descriptive and inferential method such as T test. Test results indicate that the observed t about emotional intelligence, motivation, empathy and social skills level ($p < 0.05$) the critical value table (1.96) is larger, In other words, the variables of emotional intelligence, motivation, empathy and social skills, respectively, with an average of 3.36, 4.10, 3.20 and 3.71 at a statistically significant level was above average. The variable t is also observed at the level of consciousness ($p < 0.05$) than the critical value table (1.96) is larger, The null hypothesis is rejected and the self variable with mean 2.90 at the lower limit of the median is statistically significant, results also indicate that the ratio of the self-control variable alpha level of 0.05 tables of critical values (1.96) shorter so the null hypothesis is confirmed. The results also indicate that the calculated t value for the variable EI PE teacher at an alpha level of 0.05 tables of critical values (1.96) was greater than the null hypothesis is rejected. In other words, 95% can be confidently stated that the emotional intelligence of men over women. F-test results also indicate that the EI physical education teachers based on education level, there is no significant difference. If physical education teachers in terms of efficiency and productivity may be desirable to use data and scientific principles. The purpose of education should be to teach emotional intelligence among them.

Keywords: Emotional Intelligence; Domains of Emotional Intelligence; Physical Education Teachers

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1. Introduction

The most important factor in achieving the goals of the organization, human resources, and there is no doubt that the success of any organization depends on the workforce. Education and training of human resources in organizations where the majority of people who are hardworking and committed. And if it is favorable working conditions and motivation, talent and skills to serve the organization will work more and better wheels it becomes apparent that

motion. One of the impressive aspects of the organization's physical and mental development of students' physical education department is the physical education teachers role is more prominent than the other members of the organization. In summary, physical education schools in particular as an important tool for providing physical activity is known to millions of children and teachers in physical education plays a crucial role in the evolution of behavior, attitudes, skills and

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information needed for physical activity during live play. [1].

According to theorists view organizational behavior, employee performance is only affected by factors such as salary, benefits, and other external factors but also factors such as mood and personality characteristics of employees and other internal factors such intimately related with the efficiency of the individual. Personality characteristics of employees can be a determining factor in how to cope with changing organizational context and motivation to do their work. According to Thomas (2000) one characteristic of personality, are emotional intelligence, or emotional. Gelman (2001) argues, emotional intelligence is a factor in the human capacity to understand oneself and others and helps determine their motivation in the to self-motivate and control their emotions and their relationships with others on the basis of its foundations [2]. This seems to be in check and deal with organizational behavior in any organization, the character and personal qualities, including their emotional intelligence should be considered. The role of emotional intelligence is relatively fixed in the prevention and mitigation of psychological and physical disorders. Attention to the emotional and other capabilities, talk of the need to address issues of emotional intelligence in families, schools, community organizations and other surfaces that can be an effective step in improving the mental health community, is inevitable. People have the emotional intelligence to bring order and stability to their lives, so that every person with high emotional intelligence have fewer negative events in life experiences. People with high emotional intelligence can more successfully with the problems that exist in the workplace and in life, they combat and have more health [2].

Martinez (1997) emotional intelligence is a set of non-cognitive skills, ability and capacity as the capacity of the individual against the demands and resistant to external pressures [3]. It contains elements of both internal and external Gelman emotional intelligence. The internal elements such as self-awareness, self-image, sense of independence and self-actualization capacity and firmness. External elements include interpersonal relationships, empathy and responsibility is at ease. Emotional intelligence involves the capacity to accept the reality, flexibility, ability to solve emotional problems, they are able to deal with stress and shocks. Persons who are in any position to interact with others If they have high productivity and optimum performance and worked with others to achieve their goals in the shadow of the technical and professional capability in addition to some of the special features that set it off, he calls emotional intelligence, are fitted. So they are able to deal with people and situations that

make a person smart, quiet, respectful, observant, supportive, listener, responsive, and receptive explain returns. According to Gelman component of self-awareness, emotional intelligence, self-control, spontaneous, empathy and social skills is formed [2].

Awareness of emotions in interpersonal and intrapersonal emotions can help to regulate negative emotions this person will have a better performance in their jobs, employees with high emotional intelligence can seem to have more job satisfaction because they feel better identify and reduce stress and frustration. However, the results of several studies have shown. Also, many of the researchers have concluded that people who have high emotional intelligence are the desirable level of life satisfaction [4]. Carmeli (2003) the study concluded that managers with high emotional intelligence have better performance than those with lower emotional intelligence [5]. He points out that managers with high emotional intelligence have more power to deal with the problems of grueling management. Thomas (2000) studies concluded that the relationship between emotional intelligence and job performance and job satisfaction significantly. Mamdouh (2005) in their study of emotional intelligence employees with performance pay and concluded that the emotional intelligence of employees and their job performance is positively related to [6].

Eidi (2007) found gender-related differences in emotional intelligence and job no significant effects were observed [7]. Casper (2007) the study concluded that there was a significant difference between men and women in emotional intelligence and emotional intelligence were more women than men [8]. The emotional intelligence of managers and the variables of age, education, organizational position and job roles, there is no significant relationship. Hasankhoei (2006) found in a study of men and women in spontaneous, self-awareness, self-control and social skills are different [9]. But women than men have higher emotional intelligence and empathy. Also, there is a significant relationship between age and job satisfaction. Dehshiri (2007) the relationship between emotional intelligence and stress and time management to get teachers who have high emotional intelligence are the ability to withstand stressful situations are the events [10]. According to the results of research on emotional intelligence and given that one of the factors influencing organizational behavior, emotional intelligence is research on emotional intelligence in the midst of so much critical occupations in the community is important, the measure of physical education teachers. The present study sought to answer these questions:

1. EI and each of its components, self-awareness, self-control, spontaneous, empathy and social skills, physical education teachers, how much is it?
2. Is the EI physical education teachers in terms of gender and education, there is a significant difference?

2. Methodology

This research is descriptive method. The study population included all PE teachers are zanjan. The total number of PE teachers in each school had 486 students, of whom 265 were women (84 out of 117 elementary and 64 junior high school students) and 221 of the male PE teachers (81 elementary, 103 junior and 37 secondary) were. Volume of the sample, according to Morgan (1970) 215 patients were assigned by stratified simple random sampling, 98 were male and 117 were female. The study collected data through questionnaires, personal and emotional intelligence tests. Personal Information: This is a five-question questionnaire, the characteristics of gender, work experience, education level, teaching is a measure of the degree.

2.1 Emotional intelligence

Emotional intelligence questionnaire Sibiryia Sharing teachers to measure emotional intelligence was used. This questionnaire is a 33 question Likert scale with five subscales of self-awareness, self-control, motivation, empathy and social skills are formed. Manufacturer of scale, the concurrent validity of the questionnaire and the validity of the internal consistency and factor analysis and convergent examined. Also Martinez (1997) introduced the test reliable and valid [3]. Gelman (2001) was used to determine the validity and reliability of test results based on ($R=0.62$) can be expressed Sibiryia Shearnig of the emotional intelligence test validity is sufficient [2]. The reliability of the questionnaire, Jirabket (1996) through two halves and alpha reliability 0.94. and 0.91 Achieved. Gelman (2001) also alpha coefficient 0.86 achieved [2].

In this study the researcher to ensure the validity of the questionnaire was examined by experts in sports management. Emotional intelligence questionnaire as well as the reliability of the experimental distribution of 30 physical education teachers, using Cronbach's alpha, respectively 0.79 obtained.

2.2 Analysis of data

The descriptive statistics were used to report results. Kolmogorov Smirnov test to check for normal distribution of data was used for data normality, paired T-test was used.

3. Results

The major findings of this study can include:

1. The first research question was stated that "EI and each of its components, self-awareness, self-control, spontaneous, empathy and social skills, physical education teachers, how much is it?" Because 5-point Likert scale was used in this study, the number 3 has been used as the standard. Test results indicate that the observed t about emotional intelligence, motivation, empathy and social skills level ($p < 0.05$) and 214 degrees of freedom, the critical value table (1.96) is larger, the null hypothesis is rejected. In other words, the results can be given with regard to the variables of emotional intelligence, motivation, empathy and social skills, respectively, with an average of 3.36, 4.10, 3.20 and 3.71 in the above average statistically was significant (Table 1).
T See also vary in level of consciousness ($p < 0.05$) and 214 degrees of freedom, the critical value table (1.96) is larger, so the null hypothesis is rejected. In other words, we found that the results varied with regard to awareness, with an average 2.90 at the lower limit of the median is statistically significant, it also belongs the conclusions that the variable self control Cronbach's alpha = 0.05 critical value Table (1.96) are smaller so the null hypothesis is confirmed (Table 1).

Table 1. Statistical test results of T-test of emotional intelligence and its dimensions.

Variable	Sig	t	Sd	Mean	Abundance	Sig
Emotional intelligence	0.000	21.11	0.250	3.36	215	0.000
Consciousness	0.003	3.01	0.436	2.90	215	0.003
Restraint	0.605	0.517	0.677	3.02	215	0.605
Spontaneous	0.000	47.46	0.342	4.10	215	0.000
Empathy	0.000	7.02	0.422	3.20	215	0.000
Social skills	0.000	22.78	0.457	3.71	215	0.000

Table 2. Difference between emotional intelligence and physical education teachers in terms of gender.

Gender	Woman		Man		t	Sig
	Average	Sd	Average	Sd		
Emotional Intelligence	3.31		0.245		2.84	0.005

Table 3. Difference between the use of information technology by librarians vary depending on the degree.

Educational level	Abundance	Mean	Sd	F	Sig
Diploma	14	3.52	0.280		
Associate degree	71	3.34	0.224	2.34	0.074
Licence	115	3.34	0.267		
MA	15	3.38	0.161		

2. The second research question was based on the fact "whether the EI physical education teachers in terms of gender and education, there are significant differences? The results suggest that women with physical education teachers EI 3.31, and among men with 3.41 is. The results also indicate that the calculated t value for the variable EI PE teacher at an alpha level of 0.05 tables of critical values (1.96) was greater than the null hypothesis is rejected. In other words, 95% can be confidently stated that emotional intelligence is men over women (Table 2).

The results suggest that the emotional, physical education teachers with a master's degree with an average score of 3.38, with an average BA 3.34, degree diploma, you mean 3.34 and PE teacher with a degree average 3.52 requirements. F-test results also indicate that the EI physical education teachers based on education level, there is no significant difference (Table 3).

4. Discussion and Conclusion

The analysis results showed that the first question: the variables of emotional intelligence, motivation, empathy and social skills as above average and is statistically significant. One study found that the lower limit of the average range of consciousness and was statistically significant. The results also indicate that the variable self-control ratio was smaller than average, so the null hypothesis is confirmed. Carmeli (2003) suggests that individuals with high emotional intelligence are constantly happy mood [5]. Emotional intelligence plays an important role in many jobs, job opportunities, job skills, skills, and abilities needed for success in business and how to play. Any type of job that requires a certain level of emotional intelligence. Some jobs do not require a high degree of emotional intelligence, these jobs are more focused on tasks, high emotional intelligence are the people who are successful in these careers.

There are some jobs in which the employee must create a harmonious relationship through effective communication with others and form teams to carry out their duties. These jobs require a high degree of emotional intelligence. Teachers seem to work, especially in physical education, including jobs that require a high level of emotional intelligence is. Because physical education teachers

need to have a close relationship with students critical role in the evolution of behavior, attitudes, skills, and give them the information that they need play for physical activity throughout life. Physical education teachers seem to have a high level of social skills to be able to respond appropriately to these factors, understanding differences, teamwork, ability to dialogue, mediation and communication can be used. People who have these skills soon provide a friendly atmosphere with others. Empathy also cope easily with others, understand others, putting the needs of others, knowledge and values, passion to serve, is helpful. Empathy and the ability to manage interpersonal relationships, teachers recognize and respect the feelings, views and ideas will help colleagues and students, able to them as individuals who have unique needs and capabilities, are suitable. It seems that physical education teachers with high social skills and empathy, the ability of their the rapprochement with colleagues, management, pupils and their parents proper interaction with surroundings, while their colleagues and supervision satisfaction and improve their overall satisfaction. Motivation and lack of commitment to disappointment and despair in the face of frustration and optimism about the future. Physical Education teachers in this state, the difficulties, the show of strength and nothing prevents him from achieving predetermined goals are not. Physical education teachers with high arousal, and keep your optimistic and positive patterns are to motivate others. Physical education teachers with a high level of motivation can be the shortcomings of existing business and other organizations to resist. He could use the motivation factor to create a positive incentive to fight the deficit. The research findings can be stated to be significant differences in emotional intelligence between men and women. Emotional intelligence is also men than women. This results Casper (2007) and Kafetsios (2007) is consistent [8,11]. Casper (2007) concluded that the research on men and women, there was no significant difference in emotional intelligence [8]. And emotional intelligence were more women than men. Kafetsios (2007) concluded that gender-related differences in emotional intelligence, no significant differences were observed [11]. There were no significant differences between men and

women in emotional intelligence. But Hasankhoei (2006) found in a study of men and women in spontaneous, self-awareness, self control and social skills are different [9]. The results indicate that the EI physical education teachers based on education level, there is no significant difference. This results Casper (2007) is consistent [8]. He found that between emotional intelligence and the variables of age, education, organizational position and job roles, there is no significant relationship. In conclusion it should be said: Due to the fact that, unlike IQ, which is relatively constant, Emotional intelligence can be increased through training and physical education teachers with the development of emotional intelligence, interpersonal skills they have acquired the necessary Insight and wisdom from teachers to become and the positive changes they teachers enables efficient and productive and to increase their skills. If physical education teachers in terms of efficiency and productivity may be desirable to use data and scientific principles. In recent years many organizations have the emotional intelligence training. The purpose of education should be provided in addition to other facilities and meet the needs and demands proper physical education teacher, will be in action for emotional intelligence training.

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