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An Empirical Study: Effect of Emotional Intelligence Components and Self-Confidence on Social Capital (Case Study: Teachers of Kashan County)

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Abstract

The purpose of this current study is affecting the components of Emotional Intelligence and self-confidence on social capital among Teachers of Kashan County. The research methodology is descriptive - correlation. Project`s statistical population includes all female and male teachers of Kashan County in three academic levels (Elementary school, middle school, high school) with the number of 472 individuals. According to Morgan table 250 individuals were chosen as sample. Winiger emotional intelligence questionnaire (1998), Rozenberg self - confidence standard questionnaire and Onix & Bolen social capital questionnaire (2000) were means of information collecting. Research findings showed that there is not a meaningful relationship among social capital aspects only in structural aspect of social capital component with emotional intelligence component and its aspects among teachers in Kashan County. There is significant and direct relationship (0.559) between social capital and its component with self –confidence of teachers in Kashan County. The results of regression analysis revealed that self - confidence and emotional intelligence components, have the capability of predicting social capital (R2=0.321) among teachers in Kashan County. And self- confidence aspect has the most effect on predicting the social capital amount in teachers of Kashan County

Keywords: self- confidence, self -awareness, self - motivation, emotional intelligence

Introduction:

Social capital has three important components: social trust, social coherence, and social participation which that is both cause and extension of these three components, that have a direct and strong relationship and dependency with physical, economical and human capital, and helps to quicken the economical and cultural, informational development and society`s growth and development; (Baker,2002) Cohen & Prusak, believe that social capital is comprised of trust, mutual recognition, common values, and behaviors that unites social and human network members and make cooperation possible. Creating social capital as an organizational competence requires providing a ground that individuals are encouraged to participate in methods which that leads to network creation, maintenance, and expansion. Social capital has an important role in the cohesion between human resources and organizations and in its absence, other resources lose their effectiveness and without it human resources cannot go through development and evolution and be more effective (Alvani, 2003). Investigation of existing hypotheses in this respect the review of conducted projects showed that social capital amount and its related variables such as trust and intelligence are effective on people`s lives in a society.

Problem Statement

In today`s world progress and survival of a society is depended on the performance of organizations that can manage their duties through proficiency and effectiveness. In this view, educational organizations have special priority and the teacher has a vital role in fulfilling the prophecy of such organizations. (Goal3, 2008). Emotional intelligence is the major factor in predicting individual`s performance in workplace the strongest power for guidance and success (Sabhi Faramaleki, 2012). Existing evidences showed that, intelligence is not an indicator of individual's success in life and workplace on its own and emotions have key role in organizational success (Suleyman & Co, 2007). Self -confidence is also is one of the most important factors related individual and organization, which grows in situations that provide organizations, messages, opportunities, or structural discussions with creating relation with qualification and workers value (Galavar, 2004).

Social capital has a very important role in cohesion between human resources and organizations and in its absence, other resources lose their effectiveness and without its resources cannot go through the paths of development and evolution and be more effective (Alvani ,2002).
Researchers have confirmed the relationship between emotional intelligence and social capital in many projects. They also in their projects showed that self- confidence has a significant role in enhancing workers performance and social capital, and identifying social capital characteristics among organizational individuals can be an explanation of human`s view on society development and its components. In this case current project`s major problem is that what is the relationship between emotional intelligence and self- confidence of teachers in Kashan County and social capital?

Research Objectives:

Main Research Objective:

To investigate the relationship between emotional intelligence and self- confidence with social capital of Teachers in Kashan County

Minor Research Objectives:

1-To determine the relationship of Demographic characteristics with social capital of Teachers in Kashan County

2-To determine the relationship of emotional intelligence and its components with social capital of Teachers in Kashan County

3- To identify the relationship of self- confidence with social capital of Teachers in Kashan County

4- To predict the social capital of Teachers in Kashan County by their Emotional intelligence and self confidence

Research Hypotheses:

1- There is relationship between Demographic characteristics with social capital of Teachers in Kashan County

2- There is relationship between emotional intelligence and its components with social capital of Teachers in Kashan County

3- There is relationship between self- confidence with social capital of Teachers in Kashan County

4- Emotional intelligence and self-confidence significantly and considerably predict social capital of Teachers in Kashan County.

Research Background

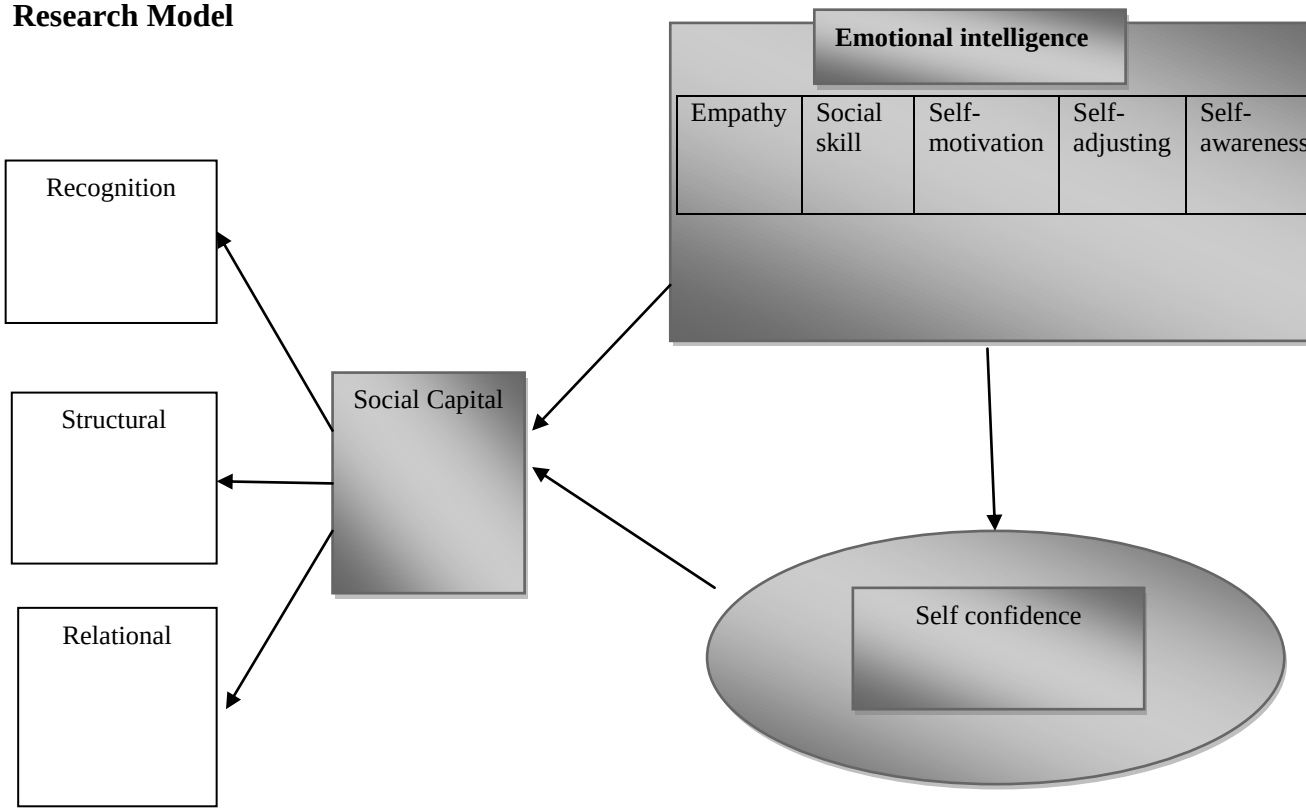
Norouzi, Fathi, and Yousefi (2012) compared mental health, life quality and emotional intelligence of and none teachers in Kashan County, results showed that there is a meaningful difference between life quality and its aspects among and none teachers of Kashan County. A meaningful difference between mental health and its aspects among and none teachers of Kashan County could be seen. Additionally, in most of the project`s variables, Grades average of teachers in was higher in comparison with none teachers.

Abdolahi & Co (2013) in a project titled "investigating the relationship between emotional intelligence and organization society capital (case study of Shiraz University)" Came to the conclusion that there is a positive and meaningful relationship between emotional intelligence and its five components (self -awareness, self -control, self -motivation, empathy and social skill) with organizational society capital. Additionally, results of regression analysis indicate that only self -awareness component with beta coefficient of /40 have the ability of predicting workers organizational society capital. Finally results of T

test showed that there is not a meaningful difference among female and male workers emotional intelligence.

Rajabi, Qasemi, Reshadat, Rajabi Gilan (2013) investigated the relationship between social capital and life quality of teachers. Results showed that there is a relationship between total social capital and life quality. Additionally, capital recognition has a relationship with physical health and mental health.
Brox & Nafokho (2005) reported the direct and mutual relationship between emotional intelligence and social capital by providing a model regarding the effectiveness of human resources development, emotional intelligence and social capital on efficiency (productivity).
Barry &Welsh (2010) investigated the components of social capital in investigating social capital and health in Australia. There is a meaningful relationship between high levels of participation and higher social cohesion and better condition in all three aspect of health (mental health, physical performance, and general health) . This relationship has a stronger relation especially with mental health.
Fujisava & Co (2009) also investigated the relationship between social capital and recognized health in Japan and concluded that multi layered model showed that after adjusting recognized individual social capital variable, two interconnected variables of social capital (Kindness and intimacy) with social cohesion index, have a meaningful relationship with general health.

Research Model



Research Methodology:

The research method in this study is descriptive - correlation research. Project`s statistical population is includes all female and male teachers of Kashan County in three academic levels (elementary school, middle school, high school) with the number of 472 individuals. By using the Cluster sampling method and also according to Morgan table 250 individuals were chosen as sample size. For determining the reliability of the questionnaire by Cronbach's alpha test (emotional intelligence 0.87, self- confidence 0.81 and social capita 0.88) was used. For data analyzing was used by descriptive statistics. In item of Inferential statistics was used by the Pearson correlation coefficient and multiple regressions at a significance level of less than 0.05.

$0.05 < P$

Research Findings

According to explanatory statistics indexes indicate that 51.8 percent of the sample is male and 48.2 percent of the sample is female which 53.3 percent of sample individuals are in the range of 30-40 and 55 percent have B.A/B.S, and have 6 to 10 years of service history. For investigating the relationship between Demographic characteristics with social capital of Teachers in Kashan County by Pearson correlation coefficient was used.

Table1: Correlation between demographic variables and social capital.

	Variable	Gender	Age	Service Record	Education Degree
Capital	Spearman Correlation Coefficient	0.153	0.218	0.338	0.326
	P amount	0.418	0.001	0.001	0.005
	Number	240	240	240	240

According to the Table 1, it can be seen that there is significant and positive relationship between items of Service Record, age and Education Degree with social capital in the significant level less that 0.05.but there is not significant relationship between gender and social capital.

Table 2: correlation between Emotional intelligence and its dimensions with social capital with its dimensions

Statistical index / Variables		Emotional intelligence	Self-Control	Self - Awareness	Motivation	Social skill	Empathy
Social capital	R	0.559	0.273	0.293 0.001	0.257 0.001	0.374 0.001	0.354 0.001

	Sig N	0.004 240	0.003 240	240	240	240	240
Relational	R Sig N	0.282 0.005 240	0.159 0.014 240	0.348 0.001 240	0.330 0.000 240	0.332 0.004 240	0.416 0.001 240
Structural	R Sig N	0.155 0.061 240	0.169 0.289 240	0.192 0.084 240	0.125 0.320 240	0.134 0.190 240	0.117 0.630 240
Recognition	R Sig N	0.298 0.008 240	0.379 0.005 240	0.165 0.002 240	0.187 0.004 240	0.313 0.001 240	0.272 0.001 240

The findings resulted from table 2, shows that there is significant and direct relationship between social capital and its dimensions of Relational and Recognition with variable of emotional intelligence and its dimensions in Teachers of Kashan County. But there is not significant and direct relationship between item of structural of social capital's variable with emotional intelligence and its dimension.

Table 3: correlation between Self Confidence and social capital and its dimensions

Self - Confidence	Variable	Social capital	Relational	structural	emotional
	Spearman correlation coefficient	0.347	0.419	0.439	0.302
	P amount	0.001	0.002	0.001	0.001
	Number	240	240	240	240

According to the Table 3, it can be seen that with considering the Spearman correlation coefficient and significant level (less than 0.05); therefore, there is significant and direct relationship between social capital and its dimensions with Self Confidence of teachers in Kashan County. In the end of this research, we investigated the issue that they have social capital components of teachers in Kashan County. To what extent do self -confidence and emotional intelligence have the capability of predicting the variance?

Table 4: Summary of regression model

Index	R	R2	Standard estimate error
Amount	0.521	0.321	0.275

According to the Table 4, it can be determined that multiple correlation coefficient between items of Self Confidence and emotional intelligence with social capital is equal to R^2= 0.321. This amount shows the reality that self- confidence and emotional intelligence components were able to predict approximately 0.321 percent of social capital changes variance.

Table 5: Variables statistics in regression's goodness of fit model between emotional intelligence and self-confidence

Variable`s name	B	Std.B	Beta	T	Sig
Intercept	2.795	0.136	-	20.543	0.001
Emotional intelligence	0.374	0.078	0.612	4.472	0.001
Self confidence	0.132	0.025	0.319	2.175	0.001

According to the Table 5, it can be seen that according to amount of Beta equal to 0.612, then we can present that between these items, self – confidence has the most effect on predicting the social capital amount in teachers of Kashan County.

Conclusion

Nowadays beside economical and human capitals, another capital called social capital has received attention. Teachers at schools, educational centers and universities, play a vital role in growth and social and economical development of a society. As result awareness of effective factors on their social capitals is of great importance. In this study, according to the research purpose ,"investigating the relationship between emotional intelligence and self- confidence with social capital of Teachers in Kashan County", the findings resulted by data analysis showed that there is significant and positive relationship between items of Service Record, age and Education Degree with social capital. But there is not significant relationship between gender and social capital. The results of this item of research are agreed with researches of Feizi et al. (2010) and Delaviz (2005).

In explaining the results it can be deduced that individuals with higher education levels have a higher self -control and this leads to the improvement of interpersonal relations which affects social capital. The results also showed that the gender of teachers doesn't have effect on organization's social capital. Therefore considering the record and experience factors, are effective in both applying new forces and preventing resignation and infusion of former forces in increasing social capital. The research findings showed that among of social capital dimensions, just there is not significant Relation between structural item with emotional intelligence and its dimensions in Teachers of Kashan County. The results of this item of current research are agreed with researches of Feizi et al. (2010) and Gharibi et al. (2011), Abdollahi et al. (2012), Foujisava (2009). These researcher in their studies showed that there is significant

relationship between all dimensions of emotional intelligence with organization's social capital. Emotional intelligence is able to provide the means for organizational evolution. In explaining the current results it can be deduced that emotional intelligence is depended on qualities such as personal feelings understanding, interpersonal feelings understanding and controlling personal feelings and what is significant of this capability in administrative organization, is benefitting from this capacity for extending the capability in the field of self -management and the ability of accepting responsibility when facing personal emotions. Furthermore, in justifying the disaffiliation between emotional intelligence and structural aspect it can be said that emotional intelligence of teachers could not affect the model of connections between group members and its member organizing combination. Hierarchical (Obligatory) structures due to their anti -partnership nature, cause the reduction of trust and empathy, and result in social capital decrease. Therefore it is necessary to use web structure and as much as possible flat in which individuals have enough authority to make decisions. The results of testing the Pearson correlation coefficient showed that there is significant relationship between social capital and its dimensions with Self-Confidence of teachers in Kashan County. The results of this item of current research are agreed with researches of Gardner et al. (2004), Ghasemi zadeh et al. (2010).

In explaining the results it can be said that teachers who have high self -confidence, teach more effectively, establish more beneficial relations, use opportunities better and can be independent and have a brighter view of their life path, which these reasons lead to a increase in their social capital. Thus, By engaging teachers in various meetings and groups and engaging units and individuals in decision makings, budget adjustment in the center, besides increasing teachers self -confidence, the requirements for improving social capital amount must be provided.

The findings resulted by regression analysis in hypothesis 4 showed that multiple correlation coefficient Between Self Confidence and emotional intelligence with social capital is equal to is equal to R^2= 0.321 which in this case, self – confidence has the most effect on predicting the social capital amount in teachers of Kashan County . The results of this item of research are agreed with researches of Gharibi et al. (2011) ,Abdollahi et al. (2012) ,Brouks and Nafakho (2005) and Gardner et al. (2004). In explaining the results it can be said that self -confidence is an aspect human identity which in individual`s mental world, is of high value, when workers receive correct and timely feedback on their performance level and the fruits of their efforts effect the life of clients and co-workers in a positive way. This increases their self- confidence, because workers experience that they have done a valuable and challenging task. Therefore the more teachers' environment has more diversity, the more they feel valuable and gain higher self -confidence and that leads to an increase in social capital amount.

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