



**International Journal of Biology, Pharmacy
and Allied Sciences (IJBPAS)**

'A Bridge Between Laboratory and Reader'

www.ijbpas.com

**COMPARISON OF SELF-ESTEEM, SELF-EFFICACY AND EMOTIONAL
INTELLIGENCE OF NON PHYSICAL EDUCATION AND PHYSICAL
EDUCATION TEACHERS IN SCHOOLS OF SHIRAZ**

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ABSTRACT

The purpose of this study is comparison of self-esteem, self-efficacy and emotional intelligence among non physical education and physical education teachers in Shiraz. This study is a descriptive-analytical and a comparative research and the purpose of the study is classified as applied research. Also in terms of implement is a field research. Data collection method is combination of the library methods and field method to collect data of research to perform quantitative analysis to answer the research hypotheses. In order to obtain information has been used from statistical population due to standard questionnaires that confirmed validity and reliability of them. The statistical population of this research is including teachers of Shiraz city in 2013-2014 year that is 9075 people. Sampling method of research is a multi-stage cluster that thereby will determine the sample size of non physical education and physical education teachers. that is 368 people. In this study used from Morgan and Krjshs table for identify the amount of sample needed. After completing the questionnaires by research population, information coded in questionnaires and analyzed by SPSS statistical software version 17.0. Tests used in this study, Cronbach's alpha reliability test, Kolmogorov-Smirnov test for normal distribution, independent t tests to compare variables between the two groups of teachers of physical education and physical education. The results showed that there is not a significant difference between self-esteem of non physical education and physical education teachers Shiraz city. There is a significant

difference between self-efficacy of non physical education and physical education teachers Shiraz city and between emotional intelligence non physical education and physical education teachers Shiraz city.

Keywords: Self-Efficacy, Self-Esteem, Emotional Intelligence, Shiraz, Teachers

INTRODUCTION

The role of physical education teachers in the field of education always as a leading sports and consultants raised numerous students have been discussed, Because this group of teachers who are directly involved in issues related to physical activity of students in the schools and therefore always attract, employ and retain competent personnel In the field of education and training systems of the developed world is concerned. In this regard, in recent years the interest in this segment of the teaching body and comparing and contrasting them with other teachers were also considered researchers Each scholar variable or variables between the two groups of contrasting and comparing data. Study of the mass-psychological variables in the country due to the lack of research in this regard, three issues of self-esteem, emotional intelligence and self-efficacy among The two groups are compared. The concept of self-esteem is usually defined as the assessment of one of his valuable people who have high self-esteem and self-worth are To accept. Social psychologists to evaluate the positive and negative self-esteem and self-esteem to know where it is

assumed Somewhat stable. Self-esteem or self-respect is one of the essential characteristics of the personality of each individual form And certainly the aspects of the human person and the shortage or lack of it will not affect other aspects of personality development will be uneven And even a variety of mental illnesses such as depression may come forth, shyness, aggression, fear and so on. (Shaterlo, 2007). According to the researchers, this category consists of two parts together: According to researchers, this issue is also linked to the formation of two parts: one, to feel confident in dealing with the challenges of life, their belief in the ability, and the other, a sense of competence to be happy, self-respect or self-esteem. (Metyon, 1993). Albert Bandura's self-efficacy concept of the Social cognition Theory (1997), a famous psychologist, was derived from his faith and belief in the potential efficacy as defined for a specific task. The other definition Pajares&Schunk (2001) point out that self-efficacy refers to a personal belief that the person is able to perform a specific behavior. It is also widely used in the field of psychological emotional intelligence as a

variable set of Social and emotional abilities of the person known to assist in solving the problems of daily life and interactions with others. (Bar-On, 1988). In particular, the importance of emotional intelligence Goleman (1995) emotional intelligence than the 80 percent success. Since the human emotions appear to mind the ways the body uses in the process of thinking, Increased emotional intelligence can help an individual successes and how to deal with them. With regard to the above-mentioned variables, this study sought to compare these 3 variab

LITERATURE

William and *et al* (2012) in their study suggests that emotional intelligence, self-efficacy and self-regulation in the areas of performance, expressed However, autonomy, empathy with others, control and optimism are related.les in physical education and physical education teachers in the Shiraz city.

William, Kahn, Lipizzi, Newman & Kamimori (2008) show that emotional intelligence, self-efficacy and better

performance in the field self-regulation, self-expression, independence, empathy with others, control and optimism are related. King *et al* (1996) in their study suggest that participation in sports and physical education in the development of self-esteem has a positive impact. Such an outcome would Fertman and chubb (1992) also confirmed the existence of a positive relationship between exercise and self-esteem are reported.

RESEARCH METHODOLOGY

This study is a cross-sectional study and a comparison.

The population of the study consisted of all teachers in the school year 2013-2014 the city that according to the latest inquiry of the education of the city and, according to total number of teachers physical education and physical education have been shown separately. This table indicates that all teachers (including teachers of physical education and physical education) The population of 9075 people, and therefore the study sample is taken from the number.

Table 1: The population of the investigation

Total	The number of non-PE teachers	The number of physical education teachers	Section	Area
1178	1105	73	Primary	1
575	544	31	Guidance	
917	878	39	High school	
908	857	51	Primary	2
528	498	30	Guidance	

897	865	32	High school	3
1076	1004	72	Primary	
530	501	29	Guidance	
613	583	30	High school	4
887	828	59	Primary	
462	430	32	Guidance	
504	484	20	High school	
9075	8575	500		Total
100 Percent	Percent 94.5	Percent 5.5		% total

Table 2: Table Kerjesehs and Morgan to determine the sample size

S	N	S	N	S	N	S	N	S	N
338	2800	260	800	162	280	80	100	10	10
341	3000	265	850	165	290	86	110	14	15
246	3500	269	900	169	300	92	120	19	20
351	4000	274	950	175	320	97	130	24	25
351	4500	278	1000	181	340	103	140	28	30
357	5000	285	1100	186	360	108	150	32	35
361	6000	291	1200	181	380	113	160	36	40
364	7000	297	1300	196	400	118	180	40	45
367	8000	302	1400	201	420	123	190	44	50
368	9000	306	1500	205	440	127	200	48	55
373	10000	310	1600	210	460	132	210	52	60
375	15000	313	1700	214	480	136	220	56	65
377	20000	317	1800	217	500	140	230	59	70
379	30000	320	1900	225	550	144	240	63	75
380	40000	322	2000	234	600	148	250	66	80
381	50000	327	2200	242	650	152	260	70	85
382	75000	331	2400	248	700	155	270	73	90
384	100000	335	2600	256	750	159	270	76	95

Variables

The research ahead 3 variables self-esteem, self-efficacy and Emotional Intelligence in the purpose of the survey are analyzed.

A) self-esteem in operational research for the self-esteem of the definition of Cooper Smith (1967) and the tools he used. He designed questionnaire of 58 questions based on the option (Yes, No), respectively.

B) emotional intelligence :. In this study the definition Shiring implementing emotional intelligence and assessment tools he used. Short form questionnaire of 33 questions, Schering Emotional Intelligence. The test elements of consciousness, self-control, self-motivation, empathy and social skills, emotional intelligence measures.

C) self-:.. In this study the operational definition of the concept of self-Scherrer

and her colleagues and the tools used. The questionnaire is presented as a questionnaire self-efficacy questionnaire Scherrer et al. The questionnaire consisted of 17 questions, which is the way in which scoring is based on the Likert.

Ways and means to collect research data

Data collection method combination of library research and field research to collect data for quantitative analysis to answer the research hypothesis. The survey questionnaire is the primary means of data collection. The questionnaire used in the survey are:

- 1) to measure self-esteem questionnaire Smith Cooper (1967), based on 58 questions with two options (yes, no) is used.
- 2) self-assessment questionnaire Scherer: The questionnaire is presented as a

questionnaire self-efficacy questionnaire Scherrer et al. The questionnaire consisted of 17 questions.

3) The short form questionnaire of 34 questions, Schering Emotional Intelligence: The test components of consciousness, self-control, self-motivation, empathy and social skills, emotional intelligence measures. The questionnaire was based on Likert scale rating.

Data analysis

After completion of questionnaires by the purpose of the survey, information on coding the questionnaires using SPSS software version under Windows 17 will be analyzed. Meanwhile, the level of significance in the research hypothesis ($\alpha = 0/05$) has been considered.

RESULTS

Table 3: Distribution of employees by gender

Percent	Count	
62/7	231	Man
37/3	137	Woman
100	368	Total

Table 4: Kolmogorov-Smirnov test results

One-Sample Kolmogorov-Smirnov Test				
		Self-efficacy questionnaire Sherer	Questions Self Esteem	Emotional intelligence questionnaire Shyryng
(N)		368	368	368
(Normal parameters)	(Average)	34/19	25/32	6/77
	(SD)	3/472	3/510	0/81
(The difference between)	(Absolute value)	0/079	0/103	0/066
	(Positive)	0/053	0/054	0/034
	(Negative)	-0/079	-0/103	-0/66

(Kolmogorov-Smirnov test)	1/386	1/800	1/158
(Level of significance)	0/143	0/130	0/137

Table 5: t-test for equality of means of independent (related to the first hypothesis)

Comparison of self-esteem and physical education teachers, physical education		(N)	(Average)	(SD)
	Physical education teachers	105	24/09	3/111
	Other teachers of physical education	263	24/57	3/438
	(T-test for equality of means of two independent community)			
		T	Degrees of (freedom)	Significant level
	Assuming equal variances	-0/912	366	0/472
	Given the disparity of variances	-1/212	41/788	0/525

Table 6: t-test for equality of means of two independent population (the second hypothesis R)

Comparative efficacy of physical education and physical education teachers		Count	(Average)	(SD)
	Physical education teachers	105	33/46	3/051
	Other teachers of physical education	263	34/35	3/570
	(T-test for equality of means of two independent community)			
		T	Degrees of (freedom)	Significant level
	Assuming equal variances	0/226	366	0/027
	Given the disparity of variances	0/318	28/519	0/018

Table 7: t-test for equality of means of two independent (third hypothesis of the research)

Comparative Physical Education and Physical Education teacher Emotional intelligence		Count	(Average)	(SD)
	Physical education teachers	105	7/436	0/834
	Other teachers of physical education	263	6/129	0/779
	(T-test for equality of means of two independent community)			
		T	Degrees of (freedom)	Significant level
	Assuming equal variances	2/134	366	0/024
	Given the disparity of variances	1/893	27/255	0/015

CONCLUSIONS

The first hypothesis, the results showed that in both cases (assuming equal variances and assumption of inequality of variance), the hypothesis H0 cannot be rejected at the 95 percent confidence level (due to the greater of the amount of data in the table to the number 0/05 It can be said that the self-esteem of teachers It can be said that the self-esteem of teachers of physical education and physical education city, there is no significant difference. The result of the study, Ruby (2000) and corresponded to the line. He also between athletes and non-athletes in their study did suggest that sports participation as well as the type of exercise, whether individual or social impact on students' self-esteem and locus of control display.

But the result of this study with research Noorbakhsh and Pourghassem (2004) opposite. The researchers found that self-esteem than non-athletes and athletes can be used for athletes' academic achievement. The second hypothesis of the study, results showed that in both cases (assuming equal variances and assumption of inequality of variance), the H1 hypothesis cannot be rejected at the 95 percent confidence level (due to lower the amount of data in the table to the number 0/05 It can be argued that the efficacy Physical education and physical education teachers Shiraz significant

difference there. It should be noted that the findings of the research study Rostami et al. (2010) is consistent. The results Dwyer et al. (2001) also suggests that exercise on psychological perception, self-efficacy, self-esteem development, affect the progress and success. Adami et al. (1990) also Their research had been concluded in accordance with the results of this study suggest that all this research . Bandura (1997), Also suggests that people who have a clear sense of self-efficacy, well-defined, coordinated and are relatively stable greater mental health. According to research done by some researchers as Matthews (2003), such a situation (good and strong sense of self-efficacy) Usually the athletes in abundance in the eye. In fact, physical activity and exercise can improve a person's sense of self-efficacy, self-regulatory strategies provide improves. One reason: a belief in athletes better efficacy and improved confidence in these people Typically makes them more inclined than others to visualize positive outcomes are. A high sense of self-effort, resistance and be more flexible. Self-efficacy beliefs include beliefs about the organization and effective implementation certain tasks in the field is to take a particular purpose. The third hypothesis study, the results showed that in both cases (assuming equal variances and assumption of inequality of variance), the H1 hypothesis

cannot be rejected at the 95 percent confidence level (due to lower the amount of data in the table to the number 0/05 It can be said that between emotional intelligence and physical education teachers, physical education Shiraz significant difference there. The results with other Research in this field (research of the teachers and other social groups) and corresponded to the line. For example Hosseini, courtesy and movahedi al (2009) suggest that professional athletes in general, higher emotional intelligence than non-athletes to have won. Khani also Aslan et al (2009) in their research suggests that both groups compared to non-disabled athletes and national Olympic athletes with intelligence are more emotional. In fact, the Due to the difference between the two groups in terms of teachers' Emotional Intelligence can be said that teachers with high emotional intelligence, positive cognitive evaluation stressful event can have more control over the situation. These stressful events as a challenge and opportunity for learning to look, not a threat For security, the result of physiological disorders and less emotional experience. Such a situation is usually among athletes than in the general population, more and better surface can be seen.

ACKNOWLEDGMENT

This article is extracted from my thesis under the title of “Comparison of self-esteem, self-efficacy and emotional intelligence of non physical education and physical education teachers In schools of Shiraz”. Hereby, I extend my sincere appreciation to Islamic Azad university of Arsanjan for the efforts and supports they provided to me.

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