



AN INVESTIGATION INTO THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND SOCIAL CAPITAL WITH PROFESSIONAL SELF-ACTUALIZATION OF THE UNIVERSITY DEANS

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ABSTRACT

As one of the most important active and distinguished systems in each society, university has different functions as well as moral and economical goals.

Material and Methods: The current descriptive-survey study addressed the relationship between emotional intelligence and social capital with professional self-actualization of the university deans in relation to faculty members' viewpoint. To this end, a total number of 215 faculty members of the universities of state, Islamic Azad and Payam-e-Noor universities were selected through cluster sampling as the participants of the study. They were administered two questionnaires of Standardized Bar-on emotional intelligence questionnaire and a researcher-made one about social capital. Data was analyzed through descriptive statistics method (frequency, percentage, mean), inferential statistics method, Chi-square test, Spearman and K-S correlation coefficients, and T-test.

Results: The results of the study, ultimately, confirmed the existence of significant relationship between the mentioned variables of interest and all research hypotheses.

Discussion: Research of this kind will stir more investigation on the ways of growth and development of organizational relations.

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Introduction

As one of the most important active and distinguished systems in each society, university has different functions as well as moral and economical goals. Nowadays, the management of universities is done by individuals who are from the university environment and are completely ware of the different aspects of the interactions with university students and professors. The main importance of the university is its social role in preparing its students and professors for a desired life among humans. This role is done by providing the individual with a series of knowledge resulting from collective culture. In this way, education trains the individual so that he/she can meet the collective needs besides making them ready to meet their own moral and material needs. It is crystal clear that no efficient organization is static. The change is inevitable in all organizations and the conflict happens in all organizational levels. University managers should obtain the skills to tackle with changes and conflicts, accept their important role in the organization and learn how to reduce their destructive effects and increase positive effects in order to persuade creativity and growth.

Besides the emotional intelligence components, university managers' believe in having existing social capitals such as professors' contribution, professors' confidence toward university manager, joint decision making and building by the administration, professors, employees and students can confront university with less challenges. Social capital is considered as a network of relationships and bounds based on interpersonal and between group social confidence and the collaboration of individuals with groups, social organizations and institutions which is similar to social solidarity, enjoyment of individuals and groups from social support and required energy to facilitate actions is there to fulfill individual and collective goals. According to Morgan (2011), managers can increasingly equip the facilities and their human resources and act optimally by relying on the existing social capital in the organization. It seems that directors and managers can also have higher efficacy in the process of the organization administration by using emotional intelligence and social capital. Therefore, the main question and problem which is going to be answered in this study is whether there is a significant relationship between emotional intelligence and social capital and the Professional Self-actualization of university deans according to faculty members.

Authorities have presented different definitions for emotional intelligence during its genesis. Mayer and Salovey (1997) have known emotional intelligence as a set of abilities which help an individual to identify and understand his/her and others feelings and to be able to manage and adjust his/her feelings. In another definition, they believe that emotional intelligence provide the possibility to think with more creativity and to use feelings and emotions to solve problems. They believe that emotional intelligence is a type of social intelligence which require the ability to supervise one's own and others feelings, to discriminate between them and to use information to guide the intellection and personal actions [1]. Moafian and Ghanizadeh (2009) concluded that there is significance correlation between emotional intelligence and teachers' self-efficacy. Further analysis by using regression with multiple variables indicated that dimensions of emotional self-awareness, interpersonal relation, and solving- problem are significant predictors of teachers' self-efficacy [2]. Brown et al. (2003) indicated that emotional intelligence in the form of empathy, use of emotions, relation

management and self-control is positively related to decision- making competence, while use of emotion and self control has a negative relation with commitment[3].

Material and Methods

Research Method the present study is a descriptive- survey field research. It can be considered as a type of applied research, as well. 215 faculty members of the universities of state, Islamic Azad and Payam-e-Noor universities were selected through cluster sampling as the participants of the study.

The instrument includes two questionnaires:

Bar-on Emotional Quotient Test

Bar-on emotional intelligence test was started in 1980 by raising this question that "Why some people are more successful than others". Findings of the standardization showed that the test enjoys an appropriate validity and reliability and validity. Answers of this test have been arranged in a five-rank Lickert scale (strongly agree, agree some degree, disagree and strongly disagree). Subscales of the test are emotional self-awareness, courage, self-respect, self-actualization, independence, empathy, social responsibility, interpersonal relationships, reality-testing, flexibility, problem-solving, stress tolerance, impulse control, optimism and happiness. The reliability coefficient of this test for the professors of physical education was calculated 0.76 via using Cronbach Alpha.

Researcher-made questionnaire of social capital

A researcher made questionnaire has been used to collect data from faculty members about social capital. This questionnaire is of two sections. In the present study, a researcher devised questionnaire has been used in order to collect data from faculty members about social capital. This questionnaire has two sections. In the first one, demographic information of faculty members has been proposed. Questions such as age, teaching experience, the degree of partnership in the university administration, viewpoints about Professional Self-actualization of the university deans and so on have been asked. Second section of the questionnaire is devoted to the main questions of the research about social capital and its relationship with Professional Self-actualization of university deans. They are in a five-rank Lickert scale.

It is also to be mentioned that the validity of the questionnaire was examined through content validity. It was given to experts and professors and they approved the questions in terms of validity. Reliability has also checked through re-test method. The questionnaire was given to 10 faculty members to fill out. After 10 days, the questionnaires were given to them for the second time. The Cronbach Alpha coefficient was equal to 0.83 which indicated that the questionnaire has an applicable reliability.

Data Analysis

In order to analyze the data and check the significance of the relationships between research variables, Descriptive statistics method (frequency, percentage, mean), inferential statistics method, Chi-square test, Spearman and Kolmogorov-Smirnov

correlation coefficients were utilized. Additionally, an independent samples t-test was run to measure the mean of two groups of male and female faculty members. SPSS software was used for data analysis.

Results

Description of the Data

In the first stage of the data analysis regarding participants’ characteristics, such as education, teaching experience, marriage status, level of emotional intelligence and social capital, it was revealed that 17 percent of them had master’s degrees, 45.5 percent, PhDs and 23 percent had seminary degrees. Likewise, 35.5 percent of the under investigation faculty members had less than 5 years, 34 percent between 5 to 10 and 30.5 percent had more than 10 years of teaching experience. 2/3 of the faculty members were married and 25 percent were single.

Table 1. The participants’ level of Emotional Intelligence

Statistic indicator Emotional intelligence elements	mean	Standard deviation
Emotional self-awareness	22.25	4.16
Daring	20.79	5.38
Self-respect	22.53	4.32
Self-actualization	22.65	3.95
Independence	21.56	4.45
Empathy	24.70	3.80
Responsibility	24.33	3.60
Interpersonal relationship	23.90	4.06
Reality resting	18.54	4.30
Flexibility	18.73	3.72
Problem solving	23.21	4.40
Stress tolerance	16.95	5.14
Optimism	14.74	5.66
Happiness	21.83	4.12
Total Emotional intelligence	22.28	5.10

Table1 displays the descriptive statistics of the components and total level of emotional intelligence of the participants. According to the above table, the total score of professors and faculty members in emotional intelligence have been calculated 325.76+-34.68. The highest score is in the components of empathy and responsibility which are 24.70+-3.8 and 24.33+-3.6 respectively and the lowest score is in components of impulse control and stress tolerance with 14.74+-5.66 and 16.96+- 5.14 respectively.

Table 2. The participants' level of social capital

Variables	Statistic	
	mean	Standard deviation
Social cooperation	3.30	0.81
Social trust	2.36	0.72
Social network	2.72	0.55
Social norm	8.39	1.39

The above table illustrates the descriptive statistics of dimensions and total level of social capital of the participants. According to this table, the total score of professors and faculty members in social capital have been calculated 8.39+-1.39. likewise, the scores of social partnership, social trust and social network are 3.3+-0.81, 2.36+-0.72 and 2.72+-0.55 respectively.

Besides, K-S test was done in order to check the normality of the variables. The results indicated that all data sets of the research variables have normal distribution at $p > 0.05$. Therefore, since the normality assumption is met, parametric tests have been used to test the research hypotheses.

Table 3. The significant relationship between different components of emotional intelligence and social capital

Statistic indicator intelligence component of Emotional	Social cooperation	Social trust	Social network	Social norm
Emotional self-awareness	0.053	0.208*	0.130**	0.182**
Daring	0.057	0.138*	0.208**	0.233**
Self-respect	0.340*	0.210*	0.166**	0.218**
Self-actualization	0.050	0.152*	0.212*	0.205*
Independence	-0.042	0.118*	0.128*	0.176**
Empathy	0.128*	0.014	0.191*	0.084
Responsibility	0.034	0.166*	0.143*	0.091
Interpersonal relationship	0.058	0.118*	0.102*	0.188*
Reality resting	-0.061*	0.0548	0.126	0.145
Flexibility	0.127*	0.177**	0.144**	0.217**
Problem solving	0.135*	0.125**	0.148**	0.214**
Stress tolerance	0.017	0.109*	0.022**	0.216*
Optimism	0.152*	0.237**	0.222**	0.261**
Happiness	0.017	0.109*	0.022**	0.216*
Total Emotional intelligence	0.152*	0.237**	0.222**	0.261**

$\alpha = 0.01$ **

$\alpha = 0.05$ *

The results of the above table confirmed that there is a significant relationship between different components of emotional intelligence and social capital of faculty member with the Professional Self-actualization of the university deans.

Second hypothesis: There is a significant relationship between the components of emotional intelligence and social cooperation of faculty members with the Professional Self-actualization of the university deans.

In order to test the second hypothesis, the multivariate regression model and simultaneous method have been utilized in the study in which components of emotional intelligence are predictive variables and the social partnership is the criterion variable. The results showed that the results of variance analysis for regression model of social partnership are significant based on components of emotional intelligence ($F(15, 84) = 2.592, p = 0.003, R^2 = 0.316$). This means that components of emotional intelligence predict social partnership significantly. Therefore the null hypothesis is rejected and the research hypothesis is confirmed. The determination coefficient indicates that components of emotional intelligence explain 31.6 percent of faculty members' social cooperation.

Table 4. Results of T-test to examine the meaning fullness of regression equation coefficients in terms of cooperation among professors.

Coefficients Emotional Intelligence elements	B	β	T	P
fix	1.548	-	1.495	0.139
Emotional self-awareness	0.083	0.386	3.294	0.001*
Daring	-0.021	-0.138	-1.1	0.274
Self-actualization	0.012	0.061	0.324	0.739
Self-respect	-0.029	-0.121	-0.666	0.507
Independence	-0.004	-0.021	-0.175	0.862
Empathy	0.038	0.176	1.481	0.142
Responsibility	-0.060	-0.238	-1.98	0.051
Interpersonal relationship	0.011	0.052	0.378	0.707
Reality resting	0.030	0.160	0.986	0.327
Flexibility	0.010	0.043	0.304	0.762
Problem solving	0.075	0.384	3.648	0.001*
Stress tolerance	-0.054	-0.331	-1.75	0.084
Optimism	0.004	0.030	0.241	0.81
Happiness	-0.020	-0.087	-0.315	0.753

P<0.05

Likewise, the test of regression equation significance its result which have been presented in Table.4 indicates that components of emotional self-awareness ($\beta = 0.386, p = 0.001$) and problem-solving ($\beta = 0.384, p < 0.001$) are significant predictors of social cooperation. Therefore, the regression equation of social partnership is like the following:

$$\text{Social cooperation} = 0.386 (\text{emotional self-awareness}) + 0.348 (\text{problem-solving})$$

Third hypothesis: There is a significant relationship between the components of emotional intelligence and social trust of faculty members with the Professional Self-actualization of the university deans.

In order to test the third hypothesis, the multivariate regression model and simultaneous method have been utilized in the study in which components of emotional intelligence are predictive variables and the social trust is the criterion variable. Data show that the results of variance analysis for regression model of social trust are significant based on components of emotional intelligence ($F(15,84) = 1.968, p = 0.027, R^2 = 0.26$). This means that components of emotional intelligence predict faculty members' social trusts significantly. Therefore the null hypothesis is rejected and the research hypothesis is confirmed. The

determination coefficient indicates that components of emotional intelligence explain 26 percent of faculty members' social trust.

Table 5. Results of T-test to examine the meaning fullness of regression equation coefficients in terms of trust among professors.

Coefficients Emotional Intelligence elements	B	β	T	P
Emotional self-awareness	1.554	-	2.003	0.048*
Daring	0.011	0.07	0.563	0.575
Self-respect	-0.031	-0.292	-2.205	0.03*
Self-actualization	0.031	0.216	1.131	0.261
Independence	-0.04	-0.241	-1.253	0.214
Empathy	-0.002	-0.051	-0.119	0.905
Responsibility	0.046	0.302	2.403	0.018*
Interpersonal relationship	-0.033	-0.183	-1.441	0.153
Reality resting	0.026	0.175	1.196	0.235
Flexibility	0.025	0.188	1.102	0.273
Problem solving	-0.053	-0.313	-2.1	0.039*
Stress tolerance	0.036	0.258	2.32	0.023*
Optimism	-0.031	-0.270	-1.35	0.18
Happiness	0.009	0.098	0.735	0.464
total Emotional Intelligence	0.062	0.387	1.33	0.187

P<0.05

Likewise, the test of regression equation significance its result which have been presented in Table 5 indicates that components of courage ($\beta=-0.292$, $p=0.03$) and empathy ($\beta=0.302$, $p=0.018$) and flexibility ($\beta=-0.313$, $p=0.039$) and problem-solving ($\beta=0.258$, $p=0.023$) are significant predictors of faculty members' social network. Therefore, the regression equation of social network is like the following:

$$\text{Social network} = 0.258 (\text{problem-solving}) - 0.292 (\text{daring}) + 0.302 (\text{empathy}) - 0.313 (\text{flexibility})$$

Fifth hypothesis: There is a significant relationship between the components of emotional intelligence and social norms of faculty members with the Professional Self-actualization of the university deans.

In order to test the fifth hypothesis, the multivariate regression model and simultaneous method have been utilized in the study in which components of emotional intelligence are predictive variables and the social norm is the criterion variable. Data analysis show that the results of variance analysis for regression model of social norm are significant based on components of emotional intelligence ($F(15, 84) = 2.701$, $p=0.005$, $R^2=0.325$). This means that components of emotional intelligence predict social norm significantly. Therefore the research hypothesis is confirmed. The determination coefficient indicates that components of emotional intelligence explain 32.5 percent of social network

Table 6. Results of T-test to examine the meaning fullness equation coefficients in terms of social norm among professors.

Coefficients Emotional intelligence	B	β	T	P
Fix	4.297	--	2.241	0.028*
Emotional self-awareness	0.089	0.222	1.911	0.059
Daring	0.005	0.018	0.142	0.888
Self-actualization	0.052	0.139	0.771	0.443
Self-respect	-0.125	-0.285	-1.572	0.120
Independence	0.011	0.034	0.28	0.78
Empathy	0.125	0.31	2.62	0.01*
Responsibility	-0.098	-0.209	-1.75	0.084
Interpersonal relationship	0.045	0.115	0.834	0.406
Reality resting	0.041	0.114	0.711	0.479
Flexibility	-0.141	-0.32	-2.277	0.025*
Problem solving	0.157	0.433	4.142	<0.001*
Stress tolerance	-0.099	-0.325	-1.73	0.087
Optimism	0.03	0.12	0.959	0.34
Happiness	0.102	0.243	0.886	0.378

P<0.05

Likewise, the test of regression equation significance its result which have been presented in Table 6 indicates that components of empathy ($\beta=0.31$, $p=0.01$) and flexibility ($\beta=-0.32$, $p=0.025$) and problem-solving ($\beta=0.433$, $p<0.001$) are significant predictors of faculty members' social norm. Therefore, the regression equation of social norm is like the following:

$$\text{Social norm} = 0.31 (\text{empathy}) - 0.32 (\text{flexibility}) + 0.433 (\text{problem-solving})$$

Table 7. The Calculation of T-test for two independent groups for the purpose of comparing the average of behavioral efficiency of university principals and social capital elements in male /female professors.

Variables	Statistic indicator Groups	N	Mean	Varian						
Social contribution	Men	22	5.37	4.75	2.18	1.434	0.232	398	-1.337	0.000
	Women	178	5.66	4.33	2.08					
Social confidence	Men	22	3.47	2.07	1.431	12.692	0.01	382.466	3.860	0.001
	Women	178	2.96	1.64	1.28					
Social network	Men	22	5.13	14.44	3.80	52.128	0.01	259.404	7.169	0.000
	Women	178	3.06	2.25	1.50					

Social norm	Men	22	13.97	23.24	4.82	29.27	0.01	372.03	5.80	0.002
	Women	178	11.66	8.47	2.91					

The results of the above table point out that there is a significant relationship between components of social capital and Professional Self-actualization of the university deans. In other words, it can be said that faculty members' social cooperation, social trust, social network and social norm have effects on the Professional Self-actualization of the university deans.

Table 8. The Calculation of T-test for two independent groups for the purpose of comparing the average of behavioral efficiency of university principals and emotional intelligence elements of men and women professors.

Variables	Statistic indicator Groups	N	Mean	Varian						
Daring	Men	22	110.79	230.16	15.17	8112	0.039	5.80	198	0.01
	Women	178	102.58	174.86	13.22					
Social responsibility	Men	22	73.82	65.85	8.11	14.40	0.01	7.16	198	0.01
	Women	178	67.13	108.96	10.44					
Problem solving	Men	22	61.42	71.91	8.48	1.96	0.162	4.60	198	0.01
	Women	178	57.68	60.86	7.80					
Flexibility	Men	22	38.58	48.66	6.98	1.30	0.254	5.76	198	0.01
	Women	178	34.71	41.73	6.46					
Stress tolerance	Men	22	66.99	54.60	7.00	1.74	0.184	4.86	198	0.01
	Women	178	33.84	5.23	7.67					
Reality testing	Men	22	22.62	69.85	3.11	0.34	0.21	7.18	198	0.01
	Women	178	08.25	50.84	6.66					
Optimism	Men	22	42.21	67.55	8.19	2.24	0.274	5.76	198	0.01
	Women	178	26.63	69.12	10.27					
Independence	Men	22	38.14	51.40	7.17	7.12	0.014	6.43	198	0.01
	Women	178	39.20	61.15	7.82					
Impulse Control	Men	22	38.72	147.13	12.13	2.13	0.252	5.73	198	0.01
	Women	178	32.13	105.26	10.26					
Self-actualization	Men	22	48.52	39.31	6.27	1.90	0.185	6.19	198	0.01
	Women	178	46.40	37.33	6.11					
Interpersonal relationships	Men	22	52.61	182.79	13.52	1.35	0.072	4.44	198	0.01
	Women	178	39.28	147.13	12.13					
Empathy	Men	22	45.17	102.81	1.14	1.74	0.477	6.03	198	0.01
	Women	178	40.25	66.25	8.14					
Happiness	Men	22	45.17	102.81	1.14	1.74	0.477	6.03	198	0.01
	Women	178	40.25	54.25	8.14					

Self-respect	Men	22	45.17	102.81	1.14	1.74	0.477	6.03	198	0.449
	Women	178	40.25	61.25	8.14					
Emotional self-awareness	Men	22	45.17	98.11	1.14	1.74	0.477	6.03	198	0.786
	Women	178	40.25	63.25	8.14					

Results of the above table show that there is a significant relationship between components of emotional intelligence except the components of reality-testing, emotional self-awareness and self-respect and the Professional Self-actualization of the university deans. In other words, it can be said that there is no significant relationship between faculty members' components of reality-testing, emotional self-awareness and self-respect and the Professional Self-actualization of the university deans.

Discussion

The current study addressed the relationship between emotional intelligence and social capital with professional self-actualization of the university deans in relation to faculty members' point of view. To this end, a total number of 215 faculty members of the universities of state, Islamic Azad and Payam-e-Noor universities was selected through cluster sampling as the participants of the study. The results of the data analysis and hypothesis testing can be mentioned as follow.

The first hypothesis of the study, was tested and confirmed. This finding is in line with the findings of Johnson's study (1993). He has reached the conclusion that social capital is the most important element in success and reaching goals in an educational environment. He believes that the advantage of having social capital depends on the element of emotional intelligence and the attitude of the management in an educational organization. Managers with high emotional intelligence can have more desired and better use of the social capital existing in their environment [2].

The second hypothesis of the study was tested and confirmed. It is to be mentioned that this finding is in proportion to the findings of Brown et al and Narayan [3,4]. They had found that individuals' social cooperation reaches to the maximum when the management of that set understands the staffs' conditions and behave them with a kind of empathy and mutual agreement. Therefore, the Professional Self-actualization of the university deans has a close relationship with professors' social cooperation.

The third hypothesis was confirmed and is corresponding to the finding of [5] He had found that the behavior of the individual is a follower of his/her social trust to others. Naturally, those university deans who can have more trust to professors in the assigning the university affairs and processes can have more effective behaviors [5]

The fourth hypothesis was tested and confirmed too. This is consistent with the findings of [6,7]. In separate studies, they found that the existing social network in educational organizations is a follower of the management board's behavior and finally the possibility and permission to put forward different viewpoints.

The fifth hypothesis of the study was confirmed. This finding agrees with the finding of [8]. In his study, he concluded that faculty members' norms in university environment can have effects on the type of decision made by the management. Moreover, [9] have brought up that there is a bilinear or two-way relationship between professor's social norms and the Professional Self-actualization of the management. Put it another way, the expectations of the management can affect university norms and on the other hand professors' norms can affect type and quality of the university managers' behavior.

Conclusion

In a nutshell, it can be concluded that there was a significant relationship between the components of emotional intelligence and social capital, social cooperation, social trust, social network and social norms of the faculty members with the professional self-actualization of the university deans. It is hoped that the results of this study pave the way of more investigation about promoting efficacy in organizations.

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