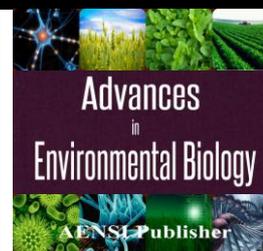




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# The Influence of Emotional Intelligence on Psychological Well-Being of Elementary School Teachers in Damghan, Emphasizing the Mediator Role of Facilitation Intention

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### ABSTRACT

The study is aimed at investigation the influence of emotional intelligence of elementary school teachers in Damghan on their psychological well-being emphasizing the mediator role of facilitation. Regarding the study objective, 150 subjects were selected based on Cochran formula randomly. To measure their psychological well-being Goldberg's general health questionnaire-28 was utilized whose stability was attained at the time of preliminary distribution. To measure the facilitation, facilitation scale was adjusted and implemented in 14 items by studying the facilitative definition and function and modifying the items and the forenamed elements in the study (Keltner, 1982) and (Estmond, 1992). The questionnaire's stability was attained 0.82. 40-items questionnaire shrink was utilized in order to measure the emotional intelligence. The stability of this scale was attained 0.72. The Lizrel software was used to analyze the data and the following results were obtained: self-awareness and self-management, two aspects of emotional intelligence, have the significant influence on the psychological well-being and facilitation intention. Facilitation plays the mediator role between emotional intelligence and psychological well-being.

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## INTRODUCTION

The teachers have utilized miscellaneous ways including organizing written and oral exams and various evaluations to evaluate their own work and the level of influence and the efficiency of these educational methods in their areas of expertise. They still can accept the new methods which increase the students learning and consequently the efficiency of teaching method with open arms [7]. Learning and teaching the interaction technology is one of the instances which can help the teachers and those who are at training and especially upbringing in education and particularly making it systematic [7]. Having the emotional intelligence helps with this technique and causes the circumstances in which the facilitation occurs [1]. Since emotional intelligence is involved with the factors such as self-motivation, recognition the one's affections and the others', appropriate using of affections and excitements, and keeping the communications. All are of the cases which have pivotal role in social facilitation [1]. On the other hand, the emotional intelligence components have the significant relationship with the psychological well-being and the relationship has been asserted in the study of many researchers. So, with regard to the foregoing cases and based on given and almost certainly relationship, the present study is going to investigate the relationship between the emotional intelligence and the psychological well-being of the elementary school teachers in Damghan. Regarding the foregoing statements, since facilitation can potentially play the mediator role in the relationship between two variables—emotional intelligence and psychological well-being—the main question of the present study is as follow:

Is there any significant relationship between emotional intelligence and the psychological well-being of elementary school teachers in Damghan? And does the facilitation play a mediator role between emotional intelligence and the psychological well-being?

#### Emotional intelligence:

Emotional intelligence determine that why the individuals with the normal intelligence quotient (IQ) are more successful than those who have the much higher IQ scores. The intelligence quotient (IQ) cannot deal with

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the explanation of various destinies of the individuals who have the similar opportunities, educational circumstances, and perspectives. Once 95 students of Harvard University were investigated till the middle aged in 1940s, they observe that students with the higher educational scores had not been more successful than their weaker classmates in terms of salary, efficiency, and career success. They even weren't in a better situation in terms of satisfaction with the personal life, friendship, family, and emotive relationship. By emerging the information age and promoting the value of human communication and also outbreak the strategic situations, the emotional intelligence theory has grown extraordinarily and has been of the popular topics in the psychology. Emotional intelligence is the pervasive term which includes a widespread set of skills and personal traits and it is usually attributed to those interpersonal and intrapersonal skills which are beyond the specific area of the prior sciences such as IQ and technical or professional skills [2]. The emotional intelligence has been of the last topics of experts about perception the difference between logic and excitement and unlike the primary topics thought and excitement have been considered as topics for compatibility and sagacity [2]. In addition, like the other subjects proposed about the nature of human, both the scientific and popular discussion exists about emotional intelligence [1].

"Emotional intelligence" initially was introduced by two psychologists named John Meyer & Peter Salovey in 1990s. They stated that those who fruit emotional intelligence can monitor their own affections and the others', differentiate the positive and negative results of affections, and use the emotional data to lead the thought process and personal actions. Daniel Golman, expert at behavior science and the writer of "working through emotional intelligence" was the first person who proposed this conception. Golman considered the emotional intelligence as a talent, skill, or sufficiency which outshines the whole individual capability profoundly [1].

#### *The emotional intelligence and psychological well-being:*

One of the emotional intelligence factors is positive thinking. Some researchers have been carried out about the relationship between optimism and psychic health. Optimism predicates of the belief that the good affairs generally happen in a person's life (versus the bad affairs). Optimism motivates the person to the goal and pessimism banishes the person from the goal. Optimism has a significant mediator role to overcome the stress. When people attempt to counter the stress, they are optimist toward solving their own problems. The optimist persons utilize the active countering approaches [13].

The general health includes the person's physical, mental, and social complete welfare. There is mutual and active impact between these three aspects. Therefore, the psychological well-being is considered as a determinative criterion of the individual's general health: it means having the good feeling and trusting one's own self-efficacy, self-reliance, competition potential, intergenerational attachment and self-actualization of mental and emotion potential abilities and so on [12].

Ciarrochi, Denes & Anderson [2] investigated the role of emotional intelligence in regulating the stress and psychological well-being. 302 university students were selected. All the subjects responded to the 33-article of Shoot emotional intelligence, Beck depression scale, suicide idea questionnaire. The results demonstrated that the emotional intelligence regulates the relationship between stress and mental health variables. Whilst the individuals with high emotional intelligence are less affected by stress and showed the low level of depression.

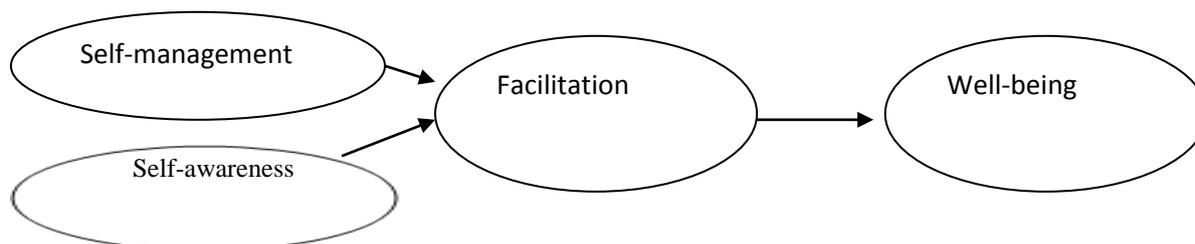
The individuals with the lower emotional intelligence are less compatible and congruous encountering the life stresses and consequently are more stricken by depression, disappointment, and the other life negative results. Unlike the individuals with high emotional intelligence arrange their life style in another way to experience less negative results [2].

#### *Facilitation:*

The human is gregarious, learn in group and from the group, make decision in group, and take an action as well. The human behavior is shaped in the group such as family or schools and they gain their identity from the group. Group synergy is perception the group ability and interaction with each other, the ability to solve the problem and planning in an art group which is called facilitation. Facilitator is the person who utilizes his/her knowledge noticing the trends and interaction of the group to provide the group with the necessary structure to achieve the best results at the possible appropriate time incorporative. Facilitator uses the group active principle to be able to create the trend emphasizing the incorporative of all participants and focusing the necessary content to achieve the appropriate outcome. A facilitator might do lots of things in a workshop activity: it's necessary to keep the time at one time, divide the participants to smaller groups using the special techniques in another time, proceeds the discussion fairly, or note quickly [7]. So, the facilitator is focused upon the workshop trend. The only awareness of techniques doesn't suffice, but also having a series of moral characteristics and also need for some skills (such as the effective communication skills) is necessary for the facilitator [4,8].

*Research Model:*

Figure 1 shows the study proposed model. As it can be seen the facilitation mediates the relationship between emotional intelligence and psychological well-being.

*Research Method:*

Regarding the study objective, 150 subjects were selected based on Cochran formula randomly. To measure their psychological well-being Goldberg's general health questionnaire-28 was utilized whose stability was attained at the time of preliminary distribution. To measure the facilitation, facilitation scale was adjusted and implemented in 14 items by studying the facilitative definition and function and modifying the items and the forenamed elements in the study [7] and The questionnaire's stability was attained 0.82. 40-items questionnaire shrink was utilized in order to measure the emotional intelligence. The stability of this scale was attained 0.72. The LISREL software was used to analyze the data.

*Research Hypotheses:*

- Hypothesis 1- emotional intelligence has a positive influence on psychological well-being.
- Hypothesis 2- self-management has a positive influence on psychological well-being.
- Hypothesis 3- self-awareness has a positive influence on psychological well-being.
- Hypothesis 4- facilitation has a positive influence on psychological well-being.
- Hypothesis 5- self-management has a positive influence on facilitation among the subjects
- Hypothesis 6- self-awareness has a positive influence on facilitation among the subjects

*Results:*

Hypothesis 1- emotional intelligence has a positive influence on psychological well-being.

Table 1 shows the result of path analysis of the impact of emotional intelligence on psychological well-being of the subjects. As it can be seen emotional intelligence has both direct ( $B = 0.18$ ,  $T = 3.09$ ,  $P < 0.05$ ) and indirect influence ( $B = 0.28$ ,  $T = 3.09$ ,  $P < 0.05$ ) through facilitation on the psychological well-being of the subjects.

**Table 1:** the impact of emotional intelligence on psychological well-being of the subjects

T value	Overall influences	Indirect influences	Direct influences	influences
-----	-----	-----	-----	Emotional Intelligence
3.09	0.28	0.10	0.18	Psychological Well Being

Hypothesis 2- self-management has a positive influence on psychological well-being.

Table 2 shows the result of path analysis of the impact of self-management on psychological well-being of the subjects. As it can be seen self-management has both direct ( $B = 0.20$ ,  $T = 3.75$ ,  $P < 0.05$ ) and indirect influence ( $B = 0.30$ ,  $T = 3.75$ ,  $P < 0.05$ ) through facilitation on the psychological well-being of the subjects.

**Table 2:** the impact of self-management on psychological well-being of the subjects

T value	Overall influences	Indirect influences	Direct influences	influences
-----	-----	-----	-----	Self-Management
3.75	0.30	0.10	0.20	Psychological Well Being

Hypothesis 3- self-awareness has a positive influence on psychological well-being.

Table 3 shows the result of path analysis of the impact of self-awareness on psychological well-being of the subjects. As it can be seen self-awareness has both direct ( $B = 0.23$ ,  $T = 3.16$ ,  $P < 0.05$ ) and indirect influence ( $B = 0.33$ ,  $T = 3.16$ ,  $P < 0.05$ ) through facilitation on the psychological well-being of the subjects.

**Table 3:** the impact of self-awareness on psychological well-being of the subjects.

T value	Overall influences	Indirect influences	Direct influences	influences
-----	-----	-----	-----	Self-Awareness
3.16	0.33	0.10	0.23	Psychological Well Being

Hypothesis 4- facilitation has a positive influence on psychological well-being of the subjects.

Table 4 shows the result of path analysis of the impact of facilitation on psychological well-being of the subjects. As it can be seen facilitation has a direct ( $B = 0.26$ ,  $T = 3.90$ ,  $P < 0.05$ ) influence on the psychological well-being of the subjects.

**Table 4:** the impact of facilitation on psychological well-being of the subjects.

T value	Overall influences	Direct influences	influences
-----	-----	-----	Facilitation
3.90	0.26	0.26	Psychological Well Being

Hypothesis 5- self-management has a positive influence on facilitation among the subjects

Table 5 shows the result of path analysis of the impact of self-management on facilitation of the subjects. As it can be seen self-management has a direct ( $B = 0.21$ ,  $T = 4.12$ ,  $P < 0.05$ ) influence on the facilitation of the subjects.

**Table 5:** the impact of self-management on facilitation of the subjects.

T value	Overall influences	Direct influences	influences
-----	-----	-----	Self-Management
4.12	0.21	0.21	Facilitation

Hypothesis 6- self-awareness has a positive influence on facilitation among the subjects

Table 6 shows the result of path analysis of the impact of self-awareness on facilitation of the subjects. As it can be seen self-awareness has a direct ( $B = 0.24$ ,  $T = 4.75$ ,  $P < 0.05$ ) influence on the facilitation of the subjects.

**Table 6:** the impact of self-awareness on facilitation of the subjects.

T value	Overall influences	Direct influences	influences
-----	-----	-----	Self-Awareness
4.75	0.24	0.24	Facilitation

#### Discussion and conclusion:

The present study was aimed at investigation the emotional intelligence influence on psychological well-being of elementary school teachers in Damghan, emphasizing the mediator role of facilitation intention. The present study was significant from different aspects which are as follows: first, it had been carried out a little research on facilitation and its role in education and the rarity of review literature in the area was caused due to it. Second, the study illuminated that in case the teachers have the high emotional intelligence, they tend to manage their classes based on facilitative methods which have a significant role in perception the content profoundly. Third, the present study demonstrated that facilitation can influence on teachers psychological well-being. This may be due to the fact that social interaction which appears in facilitation assists the teacher to get stronger in their management and self-awareness.

The study showed that, self-awareness and self-management, both aspects of emotional intelligence have significant effect on facilitation intention among the teachers. This means that self-recognition is the start of recognition the students and self-management is also the start of managing the facilitation discussion.

Regarding that facilitation plays the mediator role between emotional intelligence and psychological well-being, it is necessary the researches in this area to be carried out to show what the other variables can also play the mediator role. Regarding that many variables can regulate this relationship, the importance of the present study only assists to present the new viewpoint and introduce the new variables in the area of training psychological research and it is the well beginning for the future study at the area of social interaction effect on psychological well-being.

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