

RELATIONSHIP BETWEEN SOCIAL INTELLIGENCE AND SELF-EFFICACY IN ELEMENTARY TEACHERS OF MEIMEH REGION IN THE SCHOOL YEAR 2011-2012

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Abstract

The objective of the present study is to investigate the relationship between social intelligence and efficacy in elementary teachers of elementary schools of Meimeh region in the school year 2011-2012. In the present study, 95 teachers were selected using stratified random sampling proportional to the sample and regarding their gender and grades. The method of the study is descriptive and correlational. In this study, standard questionnaires of The Tromsø Social Intelligence Scale developed by Silvera and Self-Efficacy Scale by Bandura were used. These questionnaires enjoy structural validity and their reliabilities were calculated as 0.895 and 0.93 respectively. The data of this study were analyzed by one-sample t-test statistical methods, t for two independent samples, correlation and Simple and multiple regressions. The findings showed that the mean of social intelligence and self-efficacy of elementary teachers in Meimeh region was above average. Also, the results of the present study showed that there is a significant correlation between social intelligence and self-efficacy, the component of social awareness and self-efficacy, information processing and self-efficacy and social skill and self-efficacy. Furthermore, they showed that teachers of the first and second grades enjoyed higher social intelligence and self-efficacy than teachers in other grades.

Key words: social intelligence, social awareness, information processing, social skills, self-efficacy.

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Introduction

Curricula designed by teachers in classes are performed and their attempts are to make the necessary changes in the cognitive, emotional and functional domains. In other words, the teachers should perform the designed curricula effectively in order to achieve the predicted objectives in the curricula. Therefore, performing curricula is one of the most fundamental stages in the process of designing curricula. To perform curricula requires hiring competent and effective teachers. One of the necessary traits of teachers is to enjoy social intelligence and self-efficacy. Social intelligence is a concept as well as a construct that reflects the effective performance. Social intelligence can be defined as the ability of understanding and inhibition of one's emotions and feelings in order to contribute to the intellectual, decision making and communicative activities, which contribute to teachers' development and efficacy and also facilitate the process of teaching and learning. Self-efficacy theory is a useful theory for workplaces in schools. According to this theory, a teacher's motivation and performance can be enhanced by increasing their self-efficacy. Accordingly, the relationship between social intelligence and self-efficacy as one of the components of performance in successfulness highly significant.

Social intelligence is an individual's ability of building interpersonal relationships in a group and cooperation with others, using the power of mind and body to build relationships with others and understand them better. Social intelligence is a particular trait that is the cause one's success in social relations. In fact, to build healthy relations and in other words, the policy of building relations is a particular ability. This ability is not available in individuals to the same extent (Golman, 2009). Self-efficacy is also a useful trait by which cognitive social, emotional and behavioral skills of human are organized effectively in order that various objectives would be realized. Individuals' prior knowledge, skills and achievements are not good predictors of their future performances, but individuals' beliefs in their abilities to do them are effective in how to do their performances. There is a significant difference between having various skills and the ability to combine them in proper methods for doing tasks in different conditions. Individuals know completely what they should do and what required skills they should have to do them, but they are often unsuccessful in performing skills appropriately (Bandura, 1997).

Teachers' self-efficacy is an important construct in teaching and has a positive correlation with their attempts and persistence. Teachers, as performers of curricula, should perform and transfer

them to students. These teachers should enjoy social intelligence and self-efficacy in order to have successful performances in their field of educational activities, which result in enhancing teaching quality in turn.

One of the teachers' Characteristics which have a great role in advancement and improvement of performing curricula as well as increase in dynamicity and efficacy of everyday tasks is social intelligence. Albrecht (2005) categorizes the individuals' multiple intelligences into abstract, social, practical, emotional, artistic and motorical intelligences. Social intelligence includes perception, convergent and divergent behaviors, memory and assessing behaviors. In this view, thoughts, feelings, emotions, interactions and non-verbal information are investigated (Agha Hosseini, 2010).

During the recent two decades, the discussion about social intelligence as one of the most important ones in social sciences and humanities including the managerial, organizational and educational domains is taken into serious consideration and its applications and abilities in comparison to other intelligences have been discussed. In general, two separate schools pursue social intelligence: the first one is psychology which knows social intelligence as potency and the second has brought it out from the domain of psychology and has brought it in the domain of social and administrative sciences.

Those individual who enjoy high social intelligence should be able to use whole their mental and physical strength in order to be able to have an appropriate communicative relations with others. Social intelligence should be able to understand the art of dealing with at the height of conflicts, negotiations and mistakes. All sections of the community, particularly teachers require social intelligence; therefore, social intelligence is more important for those who require communicative skills during the day, among whom school teachers have the most communication with students and are the most important link between the society, school and educational system. Thus, it seems necessary for the school teachers to enjoy high social intelligence in order to play an effective role in their relations.

Self-efficacy is also a concept which has a close relationship with social intelligence. To Bandura (1997), self-efficacy refers to individuals' believes and judgments towards their abilities in doing their tasks and responsibilities. He states that self-efficacy is a constructive ability by which cognitive, social, emotional and behavioral skills are organized effectively for the

realization of various objectives. Self-efficacy is an important factor to do successfully performances and required essential skills for doing these performances.

There have been conducted many studies regarding social intelligence. Gukrick (2005) identifies five components (social reasoning, social memory, social perception, social creativity and knowledge) for social intelligence using Exploratory Factor Analysis. His research findings show that there is a difference between cognitive and behavioral components of social intelligence. He also shows the overlap and correlation between these components and social intelligence. He believes that social intelligence refers to a kind of synthesis of emotional intelligence, cognitive and behavioral components and includes components of condition awareness, honesty in behavior, positive thinking, empathy with others, the ability of applying communication skills, friendly relationship with others and proper social behavior (Agha Hosseini, 2010).

Silvera, Martinussen & Dahl (2001) consider three aspects for social intelligence: (a) social information processing; (b) social skills; and (c) social awareness. Social information processing includes the ability of understanding and prediction of behavior and feelings of others as well as the ability of understanding verbal and non-verbal communications in human relations and understanding overt and covert messages. Social skills include the ability of entering new social situations as well as social compatibility, and social awareness includes tendency towards lack of awareness or wondering about events in social situations.

Self-efficacy is one of the variables in Bandura's social cognitive theory (Bandura, 2000). The concept of self-efficacy or individuals' perceived ability or individuals' judgment about their own abilities in doing a task and compatibility with an environment is another dimension of the self to which Bandura's attention has been drawn. Self-efficacy beliefs influence on physiological responses to stress including the immune system (Olri & Brown as cited in Madox, 2002 & Ali Nia, 2003). Perceived self-efficacy is defined as an individual's beliefs regarding his efficacies for doing designed levels of improvement performance and controlling the events which have great influence in his life (Bandura, 1994, 1997 & 1998). The concept of personal self-efficacy is synonymous to personal factors and includes the individual's beliefs in his efficacy in tasks doing and role playing. Belief in self-efficacy is identified as an important factor in performance (Leat, 1988). Self-efficacy theory is a proper theory for work places. According to this theory, motivation and performance can be enhanced by increasing self-efficacy in staff. According to

Bandura (1997), beliefs of self-efficacy have three dimensions and they are different in terms of level, generality and robustness.

In recent years, teachers' self-efficacy has been introduced as an important construct in teaching. Research has shown that teachers' self-efficacy has a positive correlation with their attempts and persistency in encountering problems and challenges, professional commitment and students' motivation. Also, research shows that teachers enjoying high self-efficacy are more likely to use student-centered methods of teaching, while inefficient teachers tend to use teacher-centered policies. Furthermore, teachers who feel to be more efficient provide more opportunities for improvement of their students (Moran & Woolfolk as cited in Cakiroglu, 2008).

Bandura believes that self-efficacy expectation can influence on individuals in two areas: (1) the amount which he attempts; (2) the activities which he chooses for performing (Leave, 2009). The motivational influence of self-efficacy can be salient. When the perception of individuals' self-efficacy is high, they will participate in activities which will facilitate the improvement of their skills and capabilities. Individuals who feel to have high efficiency believe that they can deal with events and situation effectively. Since they expect to succeed in coping with the challenges, they persist in doing tasks and often perform in high level. They trust their capabilities much more and also they show higher self-confidence than those who feel to have low efficiency. They know problems as challenges instead of threat and are actively in search of new opportunities. The feeling of high efficiency decreases fear of failure enhances expectation level and improves the ability of problem solving and critical thought (Schultz and Schultz, 2005).

In the meantime, the relationship between social intelligence and self-efficacy as one of the performance components in individuals' success is highly important. The relationship between social intelligence and self-efficacy is also conducted in research done by Jolodar & Serdang (2011), Rajae et al. (2008) and Nourani & Saei (2010). Boyatesis (2008) finds that social and emotional intelligence has influenced teachers' efficacy and efficiency and can predict the efficacy of managers, leaders and teachers (Agha Hosseini, 2010).

Jolodar & Serdang state that as the teachers' ages increase, social intelligence and qualitative strategy increase in management and teaching significantly. Rajae et al. (2008) find that there is a significant correlation between teachers' social intelligence and their mental health and individuals with higher intelligence enjoy more mental health and higher self-efficacy in

comparison with their colleagues. Nourani & Saei (2010) find a significant correlation between self-consciousness, self-management, social awareness and educational performance.

In relation with social intelligence, there has been presented various models by the scholars of social intelligence which are as follows:

Hatch & Gardner' Model

Thomas Hatch and Howard Gardner introduce eight types of intelligences which one of them is interpersonal intelligence or social intelligence. Hatch and Gardner presented four separate capabilities for interpersonal intelligence or social intelligence which are presented as follows:

- a) **Group organizing:** this skill which seems necessary for the leader's individuals includes to take the initiative and to coordinate the efforts of a group of people. This faculty has been observed in directors or film producers, the noncommissioned, and effective leaders in any organization and unit. In a playground, the child who takes the leadership identifies who plays what role and who is the team captain.
- b) **Providing solutions:** the faculty of mediation, avoidance of discrepancies or solving the discrepancies which have been brought about. The individual who have this capability enjoy a great ability in hammering out deals and also judging or mediating in conflicts. They can enter politics, arbitration or advocacy, or they can take the responsibilities as mediators or managers. The children who solve conflicts in playgrounds are of this group.
- c) **Individual relationship:** individual relationship is the faculty and ability in empathy and linking. This faculty makes entering the encounter with others or recognizing and responding appropriately to people's feelings and interests easier, which is called as the art of communicating. Such individual are successful in group activities and plays; they are reliable spouses, good friends or business partners and could be good teachers. The individuals who enjoy such a faculty cope well with anyone, and easily interact with others as well as are happy with doing them. These individuals are very successful in apprehending other individuals' feelings through facial expressions and are the most popular among their peers.
- d) **Social analysis:** this ability refers to receiving feelings, motivations and interests of others as well as having a deep perception of it. This awareness of others' feelings causes them to link to each other easily and friendly.

In general, these skills give elegance to interpersonal relationship and to appeal others, social success and even social appeal seem necessary. Those who are strong in terms of social

intelligence can communicate very easily with other individuals, perceive their feedbacks and feelings fast, lead others and organize them as well as put an end to conflicts which may be ignited in every human activity (Golman, 2004, p. 166).

These interpersonal abilities are shaped based on other emotional faculties. For example, those who have profound social influence have a close monitoring on way of expressing their feelings, intelligently coordinate themselves with the solutions which others present, consequently they always can regulate their social performance well in such a way that they are sure they have been desired influence. In this respect, they are like skilled actors.

Although the profound perception of needs and feelings of the individual himself and the way of their fulfillment do not equipoise, they result in absurd social success, i.e. the popularity which would be achieved at the expense of the disappearance of the individual's real satisfaction.

Golman's model

Golman (2009) also organizes his social intelligence model in two detailed categories: (1) social awareness namely what one feels about others; (2) social ease and flexibility namely what one does after that. These two categories are discussed below:

Social awareness and insight cover a wide range of consciousness and cognition regarding internal feelings of other individuals and also their thoughts and feelings so that they reach complicated situations which include: (1) sincere empathy namely to sympathize with others and to feel unspoken emotional signs and to empathize; (2) be tuned and adhere namely to listen wholeheartedly to others' confabulation and be in harmony with them; (3) sincere empathy namely understanding the thoughts, feelings and intentions of others; and (4) social cognition and perception namely to recognize and understand universal social functioning.

Marlowe's model

Marlow (1986, as cited in Rezaei, 2010) in his social intelligence model refers to a four-dimensional structure: (a) Social interest; (b) social self-esteem; (c) empathetic ability (cognitive and emotional ability to understand others); and (d) social performance skills (observable social behavior).

Kosmitski's model

Kosmitski (1993) finds social intelligence to have seven components: (1) perspective-taking of other people's moods and internal states (understanding of mood and emotional state of individuals); (2) overall ability to cope with other people (ability to accept others); (3)

knowledge about social rules and social life (awareness of the social laws and norms); (4) insight and sensitivity in complex social situations (awareness of social situations and demonstrating sensitivity to social situations); (5) using social techniques to influence others; (6) perspective-taking (understanding the views and opinions of others); (7) social adjustment (ability to adapt to social situations) (Cetin &Doğan, 2009).

Bjorkqvist, Osterman&Kaukiainen's model

Bjorkqvist, Osterman&Kaukiainen (as cited in Rezaei, 2000) also know three components for social intelligence: (1) perceptive components which includes perceptive abilitieslike interpretation and explanation of social situations; (2) cognitive – analytic component which includes the ability of analysis of social situations; (3) behavioral component which includes behavioral abilities in social situations.

Silberman's model

Silberman (2000) analyzes social intelligence and personal traits which construct social intelligence based on eight aspects: (1) understanding others; (2) expressing personal feelings and ideas; (3) expressing one's own needs; (5) giving and receiving feedback to / from the contacted person; (5)impressing, motivating and encouraging others; (6) providing innovative solutions to complex situations; (7)working as collaboratively rather than solitarily, being a good member of the team(8) adopting the appropriate attitude to events that arrive an impasse (Cetin &Doğan, 2009).

Buzan's model

Buzan (2002) knows social intelligence as eight factors: (1) to read an individual's mind, to understand individuals using nonverbal and verbal communicative data, and their physical signs; (2) skills of listening actively; (3) socialization; (4) to impress others; (5) to be active in social media; (6) negotiation, dialogue and solving social problems; (7) persuasion and satisfaction; (8) to have desirable behavior in social situations (Rezaei, 2010).

Silvera, Martinusin& Dahl's model

Silvera, Martinusin& Dahl (2001) identify three aspects for social intelligence: (a) social information processing (ability to understand and to predict the behavior and feelings of others and the ability to understand verbal and nonverbal messages in human relations, to understand overt and covert messages; (b) social skills (ability to enter new social situations and social

adjustment); and (c) social awareness (tendency towards lack of awareness or wondering regarding social events and situations) (Cetin &Doğan, 2009).

Regarding mentioned literature about social intelligence and self-efficacy, the objective of the present study is to investigate the relationship between social intelligence and its components and self-efficacy in school teachers of Meimeh region.

Methodology

Considering this issue that in the present study, the researcher is to investigate the relationship between social intelligence and self-efficacy of the teachers, therefore, its method is descriptive and correlational.

Population, sample size and sampling: the population of the present study includes all teachers of primary school in Meimeh Township in school year 1390-91. All primary teachers are 197 which are teaching in five educational grades. Since in the present study, the variance of the population was unknown, a survey study seemed necessary to determine the variance of the population. Therefore, a group of 20 individuals were randomly selected from the population and the questionnaires were distributed among them, then after extracting the data, the sample was determined using Cochran formula. Hence, the sample of the present study was a group of 95 individuals who were studied.

For sampling, the stratified random sampling was applied, because of the fact that the population should not be homogeneous in terms of some features. In such cases, the population is divided into classes and then randomly a sample is selected from each class. The number of samples in each class is determined in proportion to the total population. The table below shows the frequency distribution of the sample regarding the educational grade.

Measuring tools: the present study used Silvera's social intelligence questionnaire and Bandura's self-efficacy questionnaire.

Social intelligence questionnaire: This is a standard questionnaire which is in the form of an answer package. Its questions were extracted from Silvera's social intelligence questionnaire (2001) in which there is 21 questions with a five-option range of totally disagree to strongly agree to which scores 1,2,3,4,5 belonged respectively. Therefore, its scale is interval. This questionnaire has three components of social information processing, social skills and social

awareness whose questions are identified in the table below (Silvera, 2001). In the present study, Cronbach's alpha coefficient of social intelligence questionnaire was calculated as 0.895 and its components as 0.835, 0.786, and 0.871 respectively.

Self-efficacy questionnaire: it is a standard questionnaire which is in the form of answer package. Its questions are extracted from Bandura's self-efficacy questionnaire. It includes 30 questions with a five-option range of totally disagree to strongly agree to which scores 1, 2,3,4,5 belonged respectively. Therefore, its scale is interval. In the present study, Cronbach's alpha coefficient of social intelligence questionnaire was calculated as 0.890.

Data analysis methods: to analyze the data, first the sample was describes and then for each variable i.e. social intelligence and self-efficacy, the values of minimum, maximum, range, mean, standard deviation and variance were calculated and analyzed. To test the questions and the research hypothesis, first the normality of the data were tested using the univariate Kolmogorov-Smirnov test and then one-sample t test, t for two independent samples, F for some independent samples, conditioned LSD test, simple and multiple regression were adopted appropriate to the kind of question or hypothesis.

Results

The results of this study show that 70.5 percent of participants are female and 29.5 percent are male. 15.8 percent of them are single and 84.2 percent are married. 11.6 percent of them hold diploma, 51.6 hold associate degree and 36.8 hold BA. 14.7 percent of the participants have 10 years and less as their service record, 42.1 percent have between 11 to 20 years as their service record and 43.2 percent have more than 21 years as their service record. 21.1 percent of the participants are teaching in the first grade, 22.1 percent in second grade, 18.9 percent in the third grade, 18.9 percent in the fourth grade and 18.9 percent in the fifth grade. 14.7 percent of the participants are 30 or less years old, 43.2 percent between 31 to 40 years old and 42.1 percent more than 41 years old. 3.2 percent of the teachers' scores in scores of social awareness were below average, 55.8 percent were at average and 41.1 percent were above average. Therefore, approximately more than 90 percent of the scores of teachers' social awareness were at average or above average. As a whole, teachers' scores in social awareness were above average. 7.4 percent of teachers' scores in information processing were below average, 50.5 percent at average, and 42.1 percent above average. Therefore, approximately 90 percent of teachers' scores were at or above average in information processing. As a whole, teachers' scores

regarding information processing were above average. 2.1 percent of teachers' scores in scores regarding social skill were below average, 66.3 percent at average and 31.6 percent above average. As a whole, teacher's scores regarding scores of social skill were above average. 1.1 percent of teachers' scores regarding social intelligence were below average, 62.1 percent at average and 36.8 percent above average. As a whole, teachers' scores of social intelligence were above average. 3.2 percent of teachers' scores regarding self-efficacy were below average, 65.3 percent were at average and 31.6 above average.

Table1. Index of normality test concerning scores of the components social intelligence and self-efficacy

indexes variables	n	M0	Md	\bar{X}	Q ₁	Q ₃	S	Z _{ob}	P
Social awareness	95	3	3.143	3.412	3	3.86	0.63	1.33	0.086
Social acceptance	95	2.86	3.428	3.476	2.857	4	0.754	1.124	0.16
Social skills	95	3	3.144	3.33	2.858	3.72	0.596	1.28	0.098
Social intelligence	95	2.9	3.19	3.4	2.9	3.88	0.603	1.17	0.14
Self-efficacy	95	3.03	3.13	3.287	2.92	3.86	0.545	1.3	0.1

As shown in the table 1, the values of Zks observed in the uivariate Kolmogorov-Smirnov test for the scores of social intelligence and its components namely social awareness, information processing, social skills and self-efficacy are higher than the critical value table of at the level $\alpha=0.05$. Therefore, it can be claimed that the scores of social intelligence and allits components and the scores of self-efficacy obey the normal distribution.

Table2. Index of the test scores of social intelligence and its components

indexes variables	N	\bar{X}	S	df	μ_0	T _{ob}	P
Social awareness	95	3.412	0.63	94	3	6.368	0.000
Social	95	3.476	0.754	94	3	6.161	0.000

acceptance							
Social skills	95	3.33	0.596	94	3	5.41	0.000
Social intelligence	95	3.4	0.603	94	3	6.567	0.000

As observed in table2, the t value observed for whole of social intelligence and all of his components in the assessment level $\alpha=0.01$ with the hypothetical mean 3 and degrees of freedom94 were higher than critical value of table. Therefore, the research hypothesis is confirmed. In other words, the t tests show that the mean of scores of social intelligence and all of its components were above average.

Table3. Index of the test scores of self-efficacy

Index variable	n	\bar{X}	S	df	μ_0	T _{ob}	P
Self-efficacy	95	3.287	0.545	94	3	5.14	0.000

As observed in the table3, the obtained t value for self-efficacy in the assessment level $\alpha=0.01$ with hypothetical mean 3 critical value table with 94 degree of freedomwas higher than the critical value table. Therefore, the null hypothesis is rejected and the research hypothesis is confirmed. In other words, the t test shows that the mean scores of self-efficacy were above average. Hence, the obtained results with a probability of 99% can be generalized to the population i.e. the teachers in Meimeh region.

Table4. Index of the relationship between social intelligence and self-efficacy

Indexes	N	r	R ²	df	t	p
Social intelligence and Self-efficacy	95	0.739	0.546	93	1.57	0.000

As obserd in table4, the correlation between social intelligence and self-efficacy is 0.739 and the coefficient of determination is 0.546, which at the level $\alpha=0.01$ and the degree of freedom 93

is significant. Therefore, 54.6 percent of the variance scores of self-efficacy are described, explicable and explainable using social intelligence.

Table5. Regression to determine self-efficacy scores

indexes of source of changes	Sum of Square	df	Mean Square	F	P
Inter group	15.36	3	5.12	36.91	0.000
In-group	12.622	91	0.139		
Total	27.982	94			

$R^2=0.534$

$R^2=0.549$

$R=0.741$

Table6. Regression analysis to predict self- efficacy based on the components of social intelligence

indexes of intelligences	B	SEB	β	T	P
Constant values	0.979	0.226	-	4.34	0.000
Social consciousness	0.274	0.128	0.316	2.144	0.035
Information processing	0.161	0.081	0.223	2.063	0.04
Social skills	0.244	0.115	0.267	2.131	0.036

The results of the table6 show that the social correlation between the components of social intelligence and the score of self-efficacy is 0.741 and the modified coefficient of determination

is 0.534. This coefficient show that 53.4 percent of the changes and the variance of scores related to self-efficacy of the primary teachers of Meimeh region using the components of social intelligence, information processing and social skill are described, explicable and explainable. The value of calculated F with 3 and 91 degree of freedom at the level $\alpha=0.01$ is significant. Therefore, the value of multiple correlation and coefficient of determination can be generalized to the population with confidence level of 99 percent.

The results of table6 show that standardized coefficients between social intelligence and self-efficacy are 0.316, information processing and self-efficacy 0.223; and social skill and self-efficacy 0.267. t values for each of components in the level $\alpha=0.01$ is significant. Therefore, each of the components of social intelligence separately has significant correlation with self-efficacy.

Table7. Comparison of the value of teachers' social intelligence according to the teaching grade

indexes source of changes	Sum of Square	df	Mean Square	F	P
Inter-group	32.2	4	5.8	47.38	0.000
Intra-group	11.017	90	0.122		
Total	34.217	94			

As observed in table 7, the calculated F value is 47.38 which with 4 and 90 degree of freedom in the level $\alpha=0.05$ is higher than the critical value table; therefore, the null hypothesis is rejected and the research hypothesis is confirmed. Hence, according to the obtained index, it can be claimed that there is a significant difference among the mean scores of social intelligence of teachers teaching in different grades. The comparison of means shows that the mean scores of social intelligence of teachers teaching in the first grade and the second one are higher than those of teachers teaching in the third, fourth and fifth grades. However, there is no significant difference between the mean scores of social intelligence of teachers teaching in the first and second grades.

Table8. Comparison of the value of teachers' self-efficacy according to the teaching grade

indexes source of changes	Sum of Square	df	Mean Square	F	P
Inter-group	11.203	4	2.801	15.02	0.000
Intra-group	16.78	90	0.186		
Total	27.982	94			

As observed in table 8, the calculated F value is 15.02 which with 4 and 90 degree of freedom in the level $\alpha=0.01$ is higher than the critical value table; therefore, the null hypothesis is rejected and the research hypothesis is confirmed. Hence, according to the obtained index, it can be claimed that statistically there is a significant difference among the mean scores of social intelligence of teachers teaching in different grades. The comparison of means shows that the mean scores of self-efficacy of teachers teaching in the first grade and the second one are higher than those of teachers teaching in the third, fourth and fifth grades. However, there is no significant difference between the mean scores of self-efficacy of teachers teaching in the first and second grades.

Discussion:

The results of the present study showed that social intelligence and each of its components i.e. social awareness, information processing and social skill in teachers of Meimeh region were above average. The results obtained from the test of the first research question are consistent with theories presented by Thorndike (1920), Albrecht (2000), Gukrick (2005), Golman (1988), Gardner (1999), Hatch & Gardner (2000), Marlowe (1986), Kosmitski & John (1993), Bjorkqvist, Osterman & Kaukiainen (2000), Silberman (2000), Buzan (2002), Silvera, Martinus & Dahl (2001) and also research done by Tsai & Chen woo (2012), Makoskawoo & soub (2005), Cetin & Doğan (2009). These theories and research show that firstly, social intelligence is a complex and multidimensional construct and has a close relationship with the dimension of Golman's emotional intelligence and Gardner's multiple intelligences. In other words, social intelligence, having commonalities with emotional intelligence, is a different construct. Also, this theory shows that social intelligence has multiple dimensions and components. Scholars have introduced three (Silvera, Martinus & Dahl, 2001) up to eight dimensions for it (Silberman,

2000; Buzan 2002). According to these scholars, individuals may enjoy each of these dimensions or components of social intelligence. These inborn abilities are experiences as well as educational and environmental factors. According to these experts and scholars, social intelligence is defined as the ability of building interpersonal relations within a group and collaborating with others, using the mental and physical strength to build relations with others and understand them better. Social intelligence is a special feature that is one's success in social relations due to its efficient adoption. In fact, creating healthy relationships or in other words, building relations with others is a specific ability. This ability does not exist in individuals to the same degree. Individuals who enjoy high interpersonal intelligence have an extraordinary ability in recognizing others' feelings and building relations them quickly. To these experts, by social engineering i.e. revising in engineering structure of a society one can do actions in the social institutions particularly schools regarding reforming and improving teachers' social intelligence change and transform their dealing with students. In fact, this issue is Thorndike's proposition which states that we require reinforcing and improving collective reason; the features which allow us to build and organize the most flourishing and efficient relations with people.

These studies show that recognizing and knowing social awareness in human communications has been discussed as a field for social intelligence in several decades. Some of these experts even discuss that these recognition and awareness in the discussion regarding general intelligence have been applied in the social world; also they have been considered as the only real foundations for social intelligence. Although this recognition is working only in the world of relations, it does not cause it to neglect what is being done in relation to social intelligence. For example, an individual who is typical in terms of human relations may be lacking in prerequisites regarding leniency; consequently he would be always a fearful person concerning dealing with other individuals. Therefore, they are capacities regarding one's social awareness which organize one's human relations. Sincere sympathy and empathy, reading other people's hidden heart, and listening to others' words cause that the individual's social awareness be enhanced. The results of the present study show that the mean scores of self-efficacy in the teachers of Meimeh region are above average and can be generalized to all primary teachers of Meimeh region. The results of the test of the second research question is consistent with the theories proposed by Bandura (1989), Spector (2003), Parvin & John (1999), Cloninger (2004), Oleri and Brown (1995) and Leat (1988). The concept of self-efficacy or perceived ability of individuals is one of the

important variables in Bandura's cognitive-social theory (2000). Individual's judgment about their abilities in doing a task and his compatibility with the environment is one of the dimensions of his existence which attracts Bandura's attention to itself. Beliefs in Self-efficacy influence on physiological responses to stress including immune system of bodies.

These theories indicate that perceived self-efficacy refers to an individual's beliefs regarding his capabilities for doing planned levels of improvement performance and controlling those events which have great influence in his life. The concept of self-efficacy is synonymous to personal factors and includes individual's beliefs in his abilities in doing tasks and role plying. Believing in self-efficacy is known as an important factor in performing.

According to these experts, self-efficacy means that one believes that he can cope with different situations. Those who are very self-efficient expect to succeed and in most cases, they succeed while those who are not self-efficient are in doubt about their abilities in doing tasks; consequently, they are less successful and their self-respects are low.

These studies show that those individuals who enjoy high self-efficacy believe that they can effectively deal with events and conditions with which they encounter. Since they expect to be successful in coping with problems, they persist in doing tasks and often act in high levels. These individuals trust their abilities and are little in doubt regarding themselves much more than those who have a little self-efficacy. They see problems as challenges rather than threats and search new opportunities actively. High self-efficacy reduces the fear of failure, enhances the level of desires and improves the ability of problem solving and critical thinking.

In the framework of these studies, it can be inferred that individuals with low self-efficacy avoid difficult tasks, because they consider them as threats. They have a few aspirations and weak commitments to pursue the objectives which they choose. Instead, those who enjoy high self-efficacy consider the difficult issues as challenges from which they learn more rather than threats to be avoided. They put their favorites in the framework of things which they can do, expand and show an extraordinary commitment to. When they encounter difficult issues, they concentrate on how to do them successfully rather than on destructive personal factors. They attribute their failure to lack of knowledge or skill, defects in strategies or lack of adequate effort.

These results also are consistent with research done by Tschannen-Moran, M., & Woolfolk Hoy, Bitá, Soudack & Poodle (1993), Coladarci (1992), Feldafer & Russel (1989, as cited in Cakiroglu, 2008) Schultz & Schultz, (2005). These studies show that teachers' self-efficacy has

been an important construct in curricula and teaching. Also they show that teachers' self-efficacy has a positive correlation with a teacher's attempt and persistence in encountering the problems of professional commitment, motivating the students and realizing curricula. Also, these studies indicate that teachers with high self-efficacy are more likely to use student-centered methods, while inefficient teachers are more tending to use teacher-centered methods. Furthermore, those teachers who feel high self-efficacy provide students with more opportunity for improvement.

The results of the present study showed that the correlation between social intelligence and self-efficacy was 0.739 and coefficient of determination 0.546, which were statistically significant. Therefore, 54.6 percent of the variance scores of self-efficacy can be described, explained and explicated. The results obtained from the main research hypothesis are consistent with the theories presented by Thorndike (1920), Albrecht (2000), Gukrick(2005), Golman (1988), Gardner (1999), Hatch and Gardner (2000), Marlowe (1986), Kosmitskiand John (1993), Bjorkqvist, Osterman&Kaukiainen(2000), Silberman (2000), Buzan (2002), Silvera,Martinusin& Dahl (2001). These theories show that individuals can enjoy specific abilities in each dimension and component of social intelligence. These abilities are influenced by inborn faculties and abilities and different environmental as well as educational factors. The teacher who is socially intelligent is able to quickly make him compatible with the workplace by the feeling of self-efficacy and by his social intelligence enters the domain of recognition and action and recognize that how the students feel and what they are thinking, then, by his tact and thoughtfulness, enters them into the atmosphere of positive relations. Accordingly, to make change and transformation there is no miracle to bring about sudden changes and metamorphosis and hence, this process will occur when new relations have been shaped and social intelligence has been reinforced. According to experts, self-efficacy is a concept which has a close relationship with social intelligence. To Bandura (1997), self-efficacy refers to an individual's beliefs and judgment regarding his own abilities in doing tasks and responsibilities. Then he proposes that self-efficacy is a constructive capacity by which human's cognitive, social, emotional, and behavioral skills are organized efficiently for realizing various objectives.

Also, the results of the present study is consistent with the research conducted by Boyatesis(2008), Sedang (2011), Golman (2009), Rezaei&KHalili (2009), Naderi&Roshani (1999), Nourtji mays et al. (2012), Chien, Tsai & Chen woo (2012), Makuska&Kentus (2006), Rajae et al. (2008), Nourae&Saei (2010), ZareiEqbal, ZandiNia&Zeinali Pour (2009), Shams

Bordabr (2011), AghdamiBaher(2009), Najjar Pour, Ostadi&Livarjani (2009), Tahmasbian&Anari (2009) regarding positive correlation between social intelligence and self-efficacy. These studies show that applying social intelligence and verbal contentment with others' praises and encouragements influence on the individual's expectations. In schools, this task is usually done by teachers, managers and advisors. Regarding this issue, it should be noted that because of verbal contentment be effective the individual should act realistically. Also, the process of influencing undergoes through reducing stress or physiological and emotional motivation and allows the individual to perform more precisely and calmly. In their study, Nouraei&Saei (2010) find a significant correlation among self-consciousness, self-management, social awareness and educational performance. Boyatesis(2008) also finds that social intelligence influences teachers' efficacy and efficiency and it can predict teachers' efficacy.

The results of this study also show that multiple correlation between components of social awareness, information processing and social skills is positive and significant. The data show that the correlation between components of social intelligence and the scores of self-efficacy is 0.741 and modified coefficient of determination 0.534. this coefficient shows that 53.4 percent of the variance and variations is related to self-efficacy of primary teachers in Meimeh can be described, explicated and explained by the components of social intelligence i.e. social awareness, information processing and social skill.

The results of the present study show that standardized coefficients between social awareness and self-efficacy are 0.316, information processing and self-efficacy 0.223 and social skill and self-efficacy 0.267. Therefore, each of the components of social intelligence separately has a significant correlation with self-efficacy. As a result, standardized coefficients between social awareness and self-efficacy; information processing and self-efficacy; and social skills and self-efficacy are significant. The results obtained from the second research hypothesis are consistent with theories presented byThorndike (1920), Albrecht (2000), Gukrick(2005), Golman (1988), Gardner (1999), Hatch and Gardner (2000), Marlowe (1986), Kumitzki and John (1993), Bjorkqvist, Osterman&Kaukiainen(2000), Silberman (2000), Buzan (2002), Silvera,Martinusin& Dahl (2001).The theories related to the subject show that the reinforcement of social intelligence, verbal motivation and expression of positive feelings to others reinforce and expand the self-efficacy beliefs as a result of social encouragements and supports received from others. Social encouragements and verbal suggestions can help people to attempt more and survive their

persistence required for success. This issue results in continuous growth of personal skills and self-efficacy. Also, these experts state that individuals' beliefs in their self-efficacy construct the major part of self-consciousness. Hence, they identify four important sources of successful experiences, alternative experiences, verbal or social encouragements, and emotional and physiological states. These experiences are raw data learned through cognitive processing of efficacy and reflexive thinking. Therefore, differences should be considered between information and knowledge achieved from events and happenings, and information and thoughts that influence on self-efficacy.

Furthermore, these theories show that teaching social intelligence to teachers causes empathy and regulation of emotional motivations, anger control, self-mastery, self-confidence and reconstruction to be reinforced and result in enhancing teachers' self-efficacy. Also, promotion of social intelligence and feeling of self-efficacy reduce the conflicts and contradictions between teachers themselves as well as between them and managers. The results also are consistent with the research conducted by Boyatesis(2008), Sedang (2011), Golman (2009), Rezaei&KHalili (2009), Naderi&Roshani (1999), Nourtji mays et al. (2012), Chien, Tsai & Chen woo (2012), Makuska&Kentus (2006), Rajaei et al. (2008), Nouraei&Saei (2010), ZareiEqbal, ZandiNia&Zeinali Pour (2009), Shams Bordabr (2011), AghdamiBaher (2009), Najjar Pour, Ostadi&Livarjani (2009), Tahmasbian&Anari (2009). These studies show that verbal contentment influences on the effects of others' praises and encouragements on individuals' expectations. These tasks are usually done by teachers, managers, instructors and advisors.

Generally, research and evidence related to the self-efficacy beliefs in motivation and performance show that optimistic individuals having high social intelligence are more persistent than pessimistic ones having low social intelligence. Believing in oneself does not result in successfulness necessarily, but lack of self-confidence certainly results in failure.

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