

## **Causal Model of Psychological Well-being based on Social Capital through the Mediating role of Emotional Intelligence in Education Staff**

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### **Abstract**

**Purpose:** The present study aimed to develop a model of psychological well-being based on social capital with the mediation of emotional intelligence in education staff.

**Methodology:** The research method was descriptive and descriptive-correlational along with the method of Structural Equation Modeling (SEM). The statistical population of the study was all education staff in Tehran in 2018-19. To determine the sample size, the principles of sample size were applied in multivariate regression analysis in SEM, in which 610 people were selected through stratified sampling method. The Ryff's psychological well-being questionnaire (1989), the Putnam Social Capital Scale (2000) and the Schutte, et al emotional intelligence questionnaire (1998) were used to measure and evaluate the status of employees. Structural equation modeling and Amos software were applied in data analysis.

**Findings:** The results of data analysis showed that the model of predicting psychological well-being based on social capital had a favorable fit considering the mediating role of emotional intelligence based on experimental data.

**Conclusion:** In order to promote the mental health of vital assets of a society, it is very important to pay attention to the psychological well-being of education staff and the factors affecting it.

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## 1. Introduction

Organization life and Survival depend mostly on rehabilitation and quality of staff (Hassanzadeh Pasikhani & Bagherzadeh Khodshahr, 2018). While Education Office is considered as one of the most effective and fundamental organizations in all affairs (Nourbakhsh & Alizadeh, 2004), regarding its importance and sensitivity in accomplishing plans and reaching aims successfully necessitates healthy, committed and psychologically capable staff to have resiliency and flexibility facing problems. If there is no planning to improve psychological well-being and mental health in effective people of a society the productivity in that society will decrease, resulting in an undeveloped one. Many researchers in psychology believe that many stressful events and mental pressures bring about diseases (Hayati & Zakaria, 2015; Mozaffarizadeh, Heidari, & Khabiri, 2018) having an important role in psychosomatic disorders (Karimi Afshar, Shabanian, Saeed Taleshi, Tavakoli, 2018). Meanwhile there are some mediators causing these events have different effects on people (Shakerinia & Mohammadpour, 2015). One of these is psychological well-being that indicates having a life purposeful, meaningful, growth and great relationship with others (Ryff & Singer, 2008; Ahmadi, Kakavand & Hosseinzadeh, 2016). Optimizing the quality of life and well-being is one of the subjects that have attracted many researchers' attentions recent decades (Hosseini Nia & Hatami, 2019; Fathi Mozaffari & Alizadeh, 2015). In other words, the reason why we give importance to investigating psychological well-being is that it indicates an experienced quality of life, reflecting a favorable psychological experience and performance (Unternaehrer, ET all, 2017).

There are many factors effective in shaping and sustaining psychological well-being from which we may mention social capital. It is a new concept arising recently. In fact, using this approach represents its role and importance in psychological well-being and health affairs (Bahadori Khosroshahi, Hashemi Nosratabad, & Babapoor Khairuddin, 2014). Putnam (1995) considers Social capital as representing different dimensions of a social organization such as trust (being optimistic to others in interrelationships), normative (contrastive behavioral methods) and networks (social relationships). On the other hand, social capital is considered as a suitable bed for using manpower and a way toward success (Helliwell, 2019; Hassanzadeh Pasikhani & Bagherzadeh Khodshahr, 2018) which facilitates cooperation among workers to have doubled productivity (Putnam, 2000; Sulemana, 2015) and increase social commitment and then some kinds of well-being in individuals (Buck-McFadyen, et all, 2019).

Another factor that appears to have a role is emotional intelligence which represents awareness to emotions and feeling and the way it effects on individual relations (Lyusin, 2006; Akhavan Tafti & Mofradnezhad, 2018) to react properly confronting the various environmental pressures (Hyejoo, 2018; Chan, 2006; Sadoughi & Zarjini, 2017) which has a major role in improving the conditions at work and social contacts (Villavicencio & Bernardo, 2013). Emotional intelligence is defined as an ability to monitor his or her emotions and feeling as well as others, differentiating between them, and finally utilizing gained information to guide thoughts and actions (Mayer, Dipaolo & Salovey, 1990; Mayer & Salovey, 1997; Akhavan Tafti & Mofradnezhad, 2018). In other words, it is a no cognitive intelligence, which includes series of social and emotional abilities and skills, so that these skills enhance the individual ability to endure pressures, and stressful situations and environment ones (Bar-On, 1997). The studies done so far indicate that there is a significant relation between social capital, quality of life, and mental health (Gao, et all, 2018; Kim, 2018; Zhong, Schon, Burstrom & Burstrom, 2017).

Emotional intelligence improves psychological well-being and performance (Peña-Sarrionandia, Mikolajczak & Gross, 2015; Maleki, Mohammadzadeh & Ghavami, 2012). On the other hand, emotional intelligence may affect social capital and predict the changes (Gharibi & Gholizadeh, 2011). Moreover, the studies show that applying social capital and emotional intelligence lead to a better performance and creativity (Firoozi & Karami, 2016). Regarding the studies done and all available data it is inferred that no published research has been done in this subject, so the present study can be considered as an important

step toward health science in Education Office staff in which we may get the effective factors in psychological well-being so that we can take action for improving it. Therefore, the research question here is whether a conceptual model based on social capital mediating emotional intelligence fitted in Education Office staff.

## 2. Methodology

The research is basic in terms of aim, while it is methodologically descriptive under the correlational designs with Structural Equation Modeling. The population consists of all Tehran education office staff in 2018- 19, including 58727 individuals. 610 people were selected to determine the sample value in multivariate regression analysis in structural equation modeling with stratified sampling. To do so, all education offices in Tehran were divided to five topics (Northeast, Northwest, Central, Southeast, and South-west). Clearly, the sample value for each area was calculated regarding the staff ratio applying Cochran formula.

Ryff (1989) designed psychological well-being scale. The main form of the questionnaire consists of 120 items. However, in the following revisions shorter forms included 84, 54, and 18 items (Sefidi & Fazrad, 2012). The scale includes 18 items, respondent's rate statements on a scale of one to six, with one indicating strong disagreement and six indicating strong agreement. The least acceptable score in the scale is 18 and 108 is the most. It includes 6 scales (3 per scale) and a total score. Different studies have surveyed psychometrics characteristics of the short forms of Ryff test. In the research by Fathi (2017) confirmatory factor analysis (CFA) was used to test whether measures of a construct are consistent with the researcher's understanding of the nature of that construct (or factor). All factors loadings were greater than 0.3 and the reliability coefficients for Psychological Well-being Scale was obtained through Cronbach's Alpha (0.89) which indicates the proper reliability of the Scale. The highest reliability coefficient for psychological well-being subscales were as follows: 0.976 for personal growth as the highest reliability coefficient, and the lowest goes to purpose in life (0.955) and positive relations with others (0.959).

Social capital questionnaire designed and validated by Putnam (2000) consists of 25 items on a Likert scale, with a five-point scale, which is used to allow the individual to express how, much they agree or disagree with a particular statement. It assesses four dimensions: social partnership, social trust, social belonging, and social coherence, which was validated by Mohammadian (2015) with validity of 0.87. Then the short form of the scale was compiled and validated once more in the research by Ghane Sang Atash, Mirzazadeh, Azimzadeh, Abdolmaleki (2015) which consisted of 14 statements and 3 subscales including social trust, social relations network, and reciprocal action, each of which on a 5-point scale from strong disagreement to strong agreement. The least acceptable score is 14 and the most is 70. The reliability of social capital scale was obtained as 0.91 (Putnam, 2000). In the study by Shalchi & Momivand (2017), the reliability coefficients for social capital Scale was obtained through Cronbach's Alpha (Total=0.82), Alpha for social networks was 0.83, social trust, 0.79, and for social interaction, 0.90. Which indicate the proper reliability of the Scale?

Emotional intelligence questionnaire by Schutte, et.al (1998) consists of 33 statements created based on Mayer & salovey emotional intelligence model (1990, 1997). The scale consists of 33 descriptive statements. The scoring is done through a 5-point scale from strong disagreement to strong agreement. The least attainable score is 33 and the most is 165. The scale includes three components: emotion regulation, emotion appraisal and expression, and emotion exploitation. In the study by Miri and Akbari Borang (2007) the total reliability of 0.85 for emotional intelligence, and for subscales of emotion regulation (0.75), emotion exploitation (0.81), and emotion appraisal (0.88) were obtained. Ahadi, Narimani, Abolghasemi, Asiaei (2009) obtained 0.89 as the total reliability score for the questionnaire. To determine the reliability correlation between the scale and subscales should be tested. Correlation test

showed that there is a correlation between subscales of emotion regulation, emotion exploitation, and emotion expression with the total score of scale, respectively 0.90, 0.75, and 0.84. Confirmatory factor analysis was used to examine reliability. Structural equation modeling and Amos were applied for data analysis.

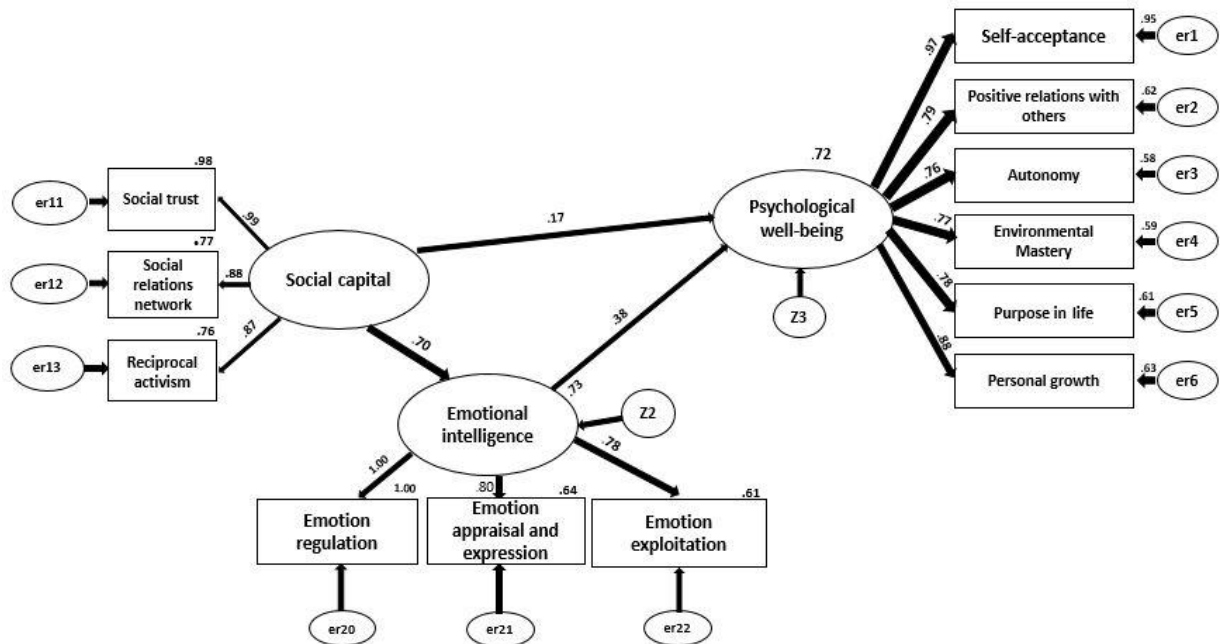
### 3. Findings

Data analysis shows there are 610 people, out of which 127 are single, 178 are married, 56 are single male, and 249 are married male. The majority devotes to the group whose age range is from 40 to 45 years old. Descriptive data comes in table 1.

**Table1.** Descriptive Statistics

Variable	Frequency	The least amount	The most amount	Mean	SD
Psychological well-being	610	1	5.833	2.860	1.083
Social capital	610	1	5.083	2.907	1.285
Emotional intelligence	610	1	5.033	2.941	.999

One of the assumptions in structural equation modeling is the normality of multivariate distribution. To get assured of this, normality test of data Kurtosis and skewedness was done. Kurtosis and skewedness amounts appear between (2 to -2) in all variables, so that the normality of data in all variables is acceptable. The results due to model in the research come along with the most important fitting model measures in figure 1 and table 2.



**Figure1.** Fit measures- structural model

**Table2.** Fit measures- structural model

Fitting model	RMR	RMSEA	Chi-square/df	NFI	RFI	IFI	CFI	GFI
Expected amount	≥ .08	≥ .08	≥ 3.00	≤ .85	≤ .85	≤ .85	≤ .85	≤ .85
Observed amount	0.029	0.018	1.204	0.983	0.980	0.997	0.997	0.966

According to table 2, most of the Goodness of Fit measures are acceptable and fit model improvement is impossible. Researchers may apply fit measures higher than .85 as fit model acceptable levels (Sadeghpour Gildeh & Moradi, 1392). In sum, based on the results the answer to the main research question: Is the causal model of psychological well-being based on social capital mediating mindfulness in

Education Office staff in Tehran fitted? According to the phases done to confirm measurement model and calculate the factor reliability, it is better to say that the model is confirmed. Now it is time to examine the research hypotheses. According to the tested model above, the variables paths are the same as research hypotheses, so now we will test hypotheses along with the table of direct and indirect effects. Applying path analysis, the results are shown in table 3.

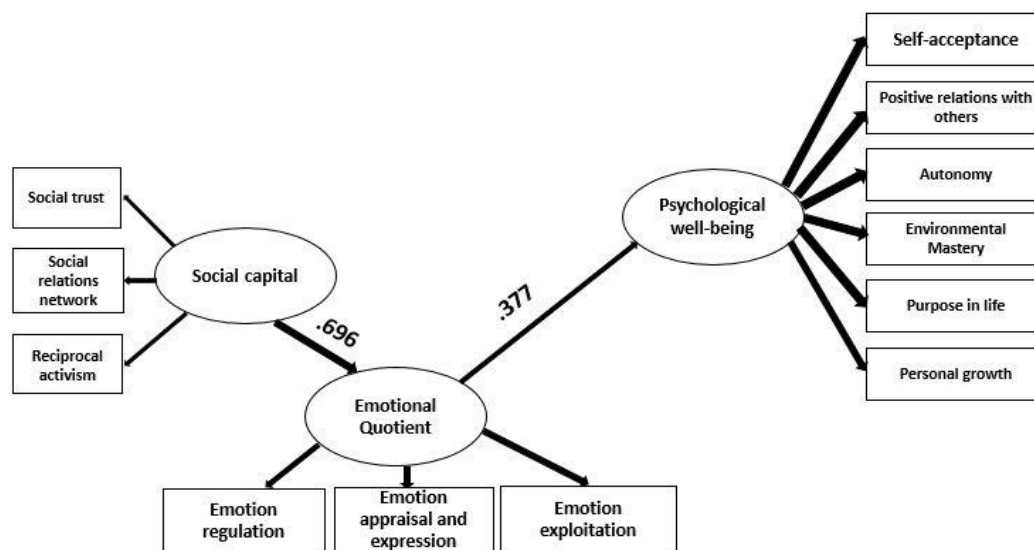
**Table3.** Direct relations between variables

Relations between the variables		Unstandardized coefficients	Standard error	Critical region(C.R)	Significance value	Coefficient $\beta$
Social capital -->	Emotional intelligence	0.533	0.017	30.894	Less than 0.001	0.696
Emotional intelligence -->	Psychological well-being	0.424	0.054	7.843	Less than 0.001	0.377
Social capital -->	Psychological well-being	0.147	0.046	3.167	0.002	0.170

**Table4.** Direct, indirect and total coefficients

Independent variables	Effects		
	Direct	Indirect	Total( direct and indirect)
Social capital	0.170	0.262	0.432
Emotional intelligence	0.377	-	0.377

According to the results, effective factors on psychological well-being with indirect effect through social capital mediating emotional intelligence are shown in figure 2.



**Figure2.** Model of social capital indirect effect on psychological well-being

Table 5 shows social capital indirect effect on psychological well-being mediating emotional intelligence.

**Table5.** Path coefficient and significance of social capital indirect effect on psychological well-being

Hypothesis	Independent variable	Mediator variable	Dependent variable	Standardized path coefficient	T-value	Result
sixth	Social capital	Emotional intelligence	Psychological well-being	0.262	6.895	✓

Direct path coefficient in the relation between the two variables, social capital and emotional intelligence is 0.696 with 0.017 as standard error, and indirect coefficient between emotional intelligence

and psychological well-being is 0.377 with 0.054 as standard error. Indirect coefficient between social capital and psychological well-being is produced by multiplying 0.696 at 0.377, which is 0.262. To test significance of direct and indirect effect, we consider T-value. Its value is calculated in relation to indirect effect.

$$Z - \text{value} = \frac{|0.696 \times 0.377|}{\sqrt{(0.377^2 \times 0.017^2) + (0.696^2 \times 0.054^2) + (0.017^2 \times 0.054^2)}} \\ = \frac{0.262}{0.038} = 6.895$$

In the Sobel test, a value of Z-value is obtained through the following formula, which, if exceeded by 1.96 can confirm the mediating effect of a variable at 0.95 levels. Therefore, with 6.895, which is bigger than 1.96, it is significant at 0.95 level. So the research hypothesis: the effect of social capital on psychological well-being mediating emotional intelligence in Education Office staff in Tehran is indirect, is confirmed.

#### 4. Discussion

Data analysis showed that prediction model of psychological well-being based on social capital considering mediating role of emotional intelligence fitted well. The relations among variables were significant. Findings indicate that indirect effect of social capital on psychological well-being was significant. In addition, social capital had a direct effect on emotional intelligence. On the other hand, effect of emotional intelligence on psychological well-being was directly significant. In addition, mediating role of emotional intelligence between social capital and psychological well-being was significant. The results showed that many factors are responsible in shaping and sustaining psychological which according to the present study role of social capital is to be emphasized. Moreover, emotional intelligence was confirmed in the research framework that is among those important variables related to social capital. Explaining the model results showed that there is a significant relation among social capital, emotional intelligence, and psychological well-being. Parallel to the findings is the research conducted by Shahani Yilagh, Shojaei, Behroozi, Maktabi (2011) who investigated the relationships between emotional intelligence and social skills with psychological well-being in female students. They showed that emotional intelligence and social capital positively predict psychological well-being in female students; that means the more emotional intelligence and social capital the female students had, the better were they in psychological well-being. Also, the research results by Akhavan Tafti and Mofradnezhad (2018) in surveying relation between emotional intelligence and social capital with psychological well-being in the aged showed that there was a positive and significant relation between emotional intelligence and subscales of emotion appraisal and expression, emotion regulation, and emotion exploitation with psychological well-being. In coordination with this study, results by Faizi and Abedini (2010) studying relation between emotional intelligence and social capital showed that there was a significant relation between emotional intelligence and social capital. That is, a direct relation existed between emotional intelligence and subscales of social capital. Tabatabai Nasab and Bagheri Qarabolagh (2016) examining effect of emotional intelligence on performance in organization regarding mediating role of social capital showed that there is a positive and significant relation between emotional intelligence and social capital. Therefore, the more emotional intelligence in staff increases, the more social capital in organization improves, having a positive and direct effect of social capital on performance in organization. Results in the study by Rastegar, Gholamzadeh, Farsizadeh (2014) designing and evaluating hierarchal model of emotional intelligence and its effect on social capital in the staff in Shahid Chamran university of Ahvaz showed social capital improvement resulted in a better organizational performance. Moreover, the results in data analysis showed different aspects of emotional intelligence had a positive and significant effect on social capital.

According to the findings, emotional intelligence and social capital predicts psychological well-being. Therefore, improving healthy personality and some sense of well-being in staff should be taken into consideration and the way for developing all aspects of the society members especially psychological one should be provided and educated. Therefore, it is most likely to take effective steps to use proper strategies to decrease the on-going problems through doing some modern and basic research. Needless to say that all studies are vulnerable to some limits, so is the present research. One of its limits was being limited to a sample named Education staff in Tehran; this leads to a limitation to generalize the findings to other populations. So, to get free of this limitation, applying a similar research in other cities even for other categories of people other than Education staff is suggested, so that generalizability will increase.

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