The Relationship between Emotional Intelligence and Iranian Language Institute Teachers' Job Satisfaction

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Abstract—This study aims to examine the relationship between emotional intelligence (EQ) and job satisfaction among Iranian EFL teachers in Language Institutes and to determine the effect of their gender, age and years of teaching experience on these two constructs. For this purpose, 100 Language Institutes' teachers from Isfahan, Tehran, Shiraz, Tabriz, and Mashhad provinces voluntarily participated in this study. Participants completed the Bar-On Emotional Quotient Inventory (EQ-i) Self-Report Scale, and the Job Descriptive Index (JDI). Pearson Product Moment correlations and Independent-Samples t-tests were applied to the data. The findings of the study showed that EFL teachers' emotional intelligence was correlated significantly and positively with their job satisfaction, and male teachers were more satisfied with their job than females. Thus, emotional intelligence skills can be used in order to increase job satisfaction in educational environments and EFL teachers with high emotional intelligence are more satisfied with their job. Also, it was revealed that gender can be a predictor of job satisfaction.

Index Terms—intelligence, emotional intelligence, job satisfaction, EFL teacher, language institute

I. INTRODUCTION

Emotionally healthy behaviour is mirrored in individuals' ways of thinking; recognizing, managing and expressing feelings; and choosing effective behaviours (Nelson, Low, Nelson, 2007). Emotions are of high significance in educational settings. Emotional health is important for teachers; it influences what they do, who they meet, how they look and feel and it makes decision about their life.

Emotional intelligence (EQ) is a set of obtained skills and capabilities that predict positive consequences at home, in school, and at work (Goleman, 1995). People who have these are healthier, less depressed, more productive at work, and have better relationships with others. Goleman (1995) defines emotional intelligence in terms of the ability to love and be loved by friends, partner and family members.

The importance and value of emotional intelligence in teacher preparation programs have been revealed in researches by Goad (2005) and Justice (2005). They indicated that pre-service teacher training, guidance and support to younger or less-skilled teachers, and optional programs could be fortified by providing emotional intelligence training in preparing new teachers.

Job satisfaction is one of the ways to look at an individual in the workplace. Scherler (2001) simply defined job satisfaction as 'the degree to which people like their jobs' (p. 11). Teacher job satisfaction

More specifically, teacher job satisfaction is 'a predictor of teacher retention, a determinant of teacher commitment, and a contributor to teacher effectiveness' (Shann, 1998, p. 67). Teacher job satisfaction decreases exhaustion, improves job performance, and has a positive impact on student outcomes. It depends on teachers' attitude, and helps to express emotions appropriately instead ignore them.

According to researches (Hasankhoyi, 2006; Hosseinian, 2008; Mousavi, Yarmohammadi, Bani-Nosrat, & Tarasi, 2012; Naderi, 2012; Shooshtarian, Ameli, & Aminilari, 2013), a job satisfaction problem exists among Iranian teachers. They encounter extreme expectations and demands, such as increased responsibility, lack of parental support and participation, lack of available resources, negative student attitudes, low paying salaries in educational system, and low status of the profession. Therefore, many of teachers are leaving the profession because of job dissatisfaction and this leads them to stress, burnout, and a high turnover rate.

A great deal of research has been carried out on the relationships between job satisfaction and situational factors, (Asaari & Kariau, 2004; Bogler, 2001; Ismail, Yao, & Yunus, 2009; Iwanicki, 2001; Jehanzeb, Rasheed, Rasheed, & Aamir, 2012; Kosteas, 2011; McGovney & Irani, 2005; Naderi, 2012; Perrachione, Rosser, & Petersen, 2008; Scandura & Lankau, 1997; Scott-Ladd, Travaglione, & Marshall, 2006), but not on the relationship between emotional intelligence and job satisfaction. In fact, there is little scientific or empirical research in this area. It seems that there might be other factors influencing job satisfaction of employees which are ignored or have not been taken into account

in the workplace (Masroor, 2009).

With the supporting evidence that emotional intelligence is closely related to and could be a predictor of job satisfaction and due to paucity of research on the role of emotional intelligence in success in life and job and more specifically, in EFL teachers' job satisfaction, the present study aims to investigate the relationship between emotional intelligence and job satisfaction among Iranian EFL teachers in Language Institutes. It also seeks to determine the effect of EFL teachers' gender, age and years of teaching experience on their EQ and job satisfaction.

II. LITERATURE REVIEW

A. Emotional Intelligence

Bar-On (1988) coined the term Emotional Quotient (EQ) - the intelligent use of emotions and utilizing the power or information contained in emotion to make effective decisions (Ciarrochi & Mayer, 2007) - comprised of social and emotional abilities that help individuals deal with the difficulties of their life.

Emotional intelligence was introduced into the world with the publication of Goleman's book 'Emotional Intelligence', and as the term implies, is the ability to manage emotions intelligently. Goleman (1995) has defined emotional intelligence as the capacity for recognizing our feelings and those of others, motivating ourselves, and managing emotions well in ourselves and in our relationships. Goleman (2001) has recently had some comments on emotional intelligence and emotional competencies. According to this view, emotional intelligence provides the base for the development of a large number of competencies that help people perform more effectively.

It is believed that EQ plays a critical role in the modern work life (George, 2000; Goleman, Boyatzis, & McKee, 2002; Law, Wong, & Song, 2004; Sy & Cote, 2004). It also helps people better understand and manage their emotions (Salovey & Mayer, 1990). Moreover, it allows understanding one's behaviour as well as relationship with others (Goleman, 1995; Mayer & Salovey, 1993). Oriole and Cooper (1997) showed that recognizing and managing emotions play significant role in satisfying people's life and workplace.

B. Job Satisfaction

Job satisfaction has been defined in several different ways. According to Spector (1997), job satisfaction is simply how people feel about different aspects of their jobs, and it actually refers to the extent to which people like or dislike about their jobs (Spector, Fox, & Van Katwyk, 1999).

Dormann and Zapf (2001) claimed that job satisfaction has become one of the most important research concepts in organizational psychology. They have considered that responsibility, task variety and communications/feedback mechanisms can have considerable impact on job satisfaction. These researchers also reported that there are significant relationships between job satisfaction, absenteeism and other workplace behaviours.

Many factors such as organizational factors, environmental factors, job nature and employee's characteristic influence on job satisfaction (Shooshtarian, et al., 2013). It is claimed that job satisfaction has been linked both to situational factors include job-related conditions (such as pay, opportunities for promotion, and working conditions) and job characteristics (such as task identity, task significance, skill variety, autonomy, and feedback) (Heller, Judge, & Watson, 2002), and personal factors include personality tendencies, characteristics, self-esteem, motivation, and emotions (Dormann & Zapf, 2001).

C. Empirical Researches on Emotional Intelligence and Job Satisfaction

Psychological research suggested the importance of EQ in predicting success in life (Bar-On, 1997). The works of Goleman (1995) and (1998) stated that individuals' emotional intelligence was a predictor of the job success and job satisfaction.

Cobb (2004) assessed job satisfaction and emotional intelligence in public school teachers. Data analyses revealed that EQ did play a role in how teachers perceived their overall job satisfaction based on self-report measures. He also supported that EQ was correlated with years of teaching experience and job satisfaction.

In another study, Masroor (2009) examined the relationship between emotional intelligence and job satisfaction among the administrative staff in higher education institution in Malaysia. Findings revealed that EI with its three dimensions, appraisal, utilization and regulation were associated significantly and positively with job satisfaction. The result further confirmed the predictor nature of the three dimension of EI for the job satisfaction.

The purpose of a study by Platsidou (2010) was investigation of perceived emotional intelligence in relation to burnout syndrome and job satisfaction in primary special education teachers from Greece. Results showed that Greek teachers reported fairly high scores in the specific factors and the overall EI. Moreover it was revealed that perceived EI was significantly related to burnout syndrome and job satisfaction, indicated that teachers of high-perceived EI was likely to experience less burnout and greater job satisfaction.

Salim, Nasir, Arip, and Bazlan (2012) conducted a research to ascertain the role of emotional intelligence on job satisfaction and the effect of gender on the relationship between EQ and job satisfaction. Results of this study indicated a significant positive relationship between EQ and job satisfaction and no effect of gender on the relationship between the two variables.

a. Empirical Researches on Emotional Intelligence and Job Satisfaction in Iran

Hasankhoyi (2006) concluded that there was a significant relationship between emotional intelligence and job satisfaction. Further, there was no significant difference between men and women in motivation, self-awareness, self-control, and social skills; however, women had a higher level of EQ and empathy. Moreover, he pointed out that EQ skills could be used in order to increase job satisfaction in educational environments.

In a study by Hosseinian (2008), the relationship between emotional intelligence and job satisfaction was investigated and findings showed that there was no significant difference between any of Bar-On's components of emotional intelligence and job satisfaction which was measured using the Job Description Index.

Naderi (2012) examined the relationship between emotional intelligence and job satisfaction among high-school English teachers. She aimed to determine the role of gender and age in EQ, job satisfaction and organizational commitment. The results of the study indicated that there was a positive significant relationship between EQ and job satisfaction. The study also showed that there was no significant difference among high-school English teachers of different genders and ages concerning their job satisfaction.

Mousavi, et al. (2012) conducted a research study to examine the relationship between emotional intelligence as well as its five components and job satisfaction of physical education teachers. The results showed that there was a significant positive relationship between EQ and job satisfaction and between the components of social skills, empathy, and motivation and job satisfaction. Further, it was found that among the five components of emotional intelligence, social skills, empathy, and motivation were predictors of teacher's job satisfaction. They concluded that job satisfaction of teachers can be increased by training and improving their emotional intelligence along with providing facilities and satisfying their needs.

In another study, Khanifar, Emami, Maleki, and Abdolhosseini (2012) examined the relationship between job satisfaction and emotional intelligence among staffs in private banks. Results of this study confirmed the existence of a meaningful relationship between job satisfaction and EQ among stuffs.

The main purpose of a study by Emdady and Bagheri (2013) was investigating the relationship between emotional intelligence and job satisfaction of men and women employees. Results showed that there was a relation between EI and job satisfaction. The relation between job satisfaction and each of the emotional intelligence criteria (self-awareness, self-control, and social skills) were supported and it was clear that there was no significant difference between men and women's EI and job satisfaction.

Shooshtarian, et al. (2013) determined the effect of labour's emotional intelligence on job satisfaction, job performance and commitment. The results reported that employees' EQ was positively correlated with job satisfaction and there was a significant relationship between the labours' EQ and their job performance. Also, they found that there was not any relationship between labours' EQ and their commitment.

A review of the literature shows that emotional intelligence is one of the fundamental factors for being successful in life and work. It is clear that emotional intelligence plays a significant role in educational setting. Also, teacher's emotional intelligent is very important in his/her behaviour toward the learners and it can affect his/her performance in classroom. In addition, when teachers are more satisfied with their job they can improve their pedagogical behaviour.

Based on the literature introduced above the following research questions are posed:

1. Is there any relationship between EQ and job satisfaction among Iranian EFL teachers in Language Institutes?
2. Do male and female L2 teachers differ from each other in terms of their EQ?
3. Do male and female L2 teachers differ from each other in terms of their job satisfaction?
4. Do young and old L2 teachers differ from each other in terms of their EQ?
5. Do young and old L2 teachers differ from each other in terms of their job satisfaction?
6. Do less and more experienced L2 teachers differ from each other in terms of their EQ?
7. Do less and more experienced L2 teachers differ from each other in terms of their job satisfaction?

Also, regarding the preceding research questions the following research hypotheses are formulated:

1. There is a significant relationship between EQ and job satisfaction among Iranian EFL teachers in Language Institutes.
2. Male and female L2 teachers differ from each other in terms of their EQ.
3. Male and female L2 teachers differ from each other in terms of their job satisfaction.
4. Young and old L2 teachers differ from each other in terms of their EQ.
5. Young and old L2 teachers differ from each other in terms of their job satisfaction.
6. Less and more experienced L2 teachers differ from each other in terms of their EQ.
7. Less and more experienced L2 teachers differ from each other in terms of their job satisfaction.

III. METHOD

A. Participants

The sample consisted of 100 teachers who were currently teaching English as a foreign language in some Language Institutes in Isfahan, Tehran, Shiraz, Tabriz, and Mashhad provinces of Iran and voluntarily participated in this study. The age range of teachers was between 20 and 50 (M = 35) and they had 1 to 20 years of teaching experience (M = 10). Out of 100 participants, 50 were females and 50 were males from different socio-economic backgrounds. All of them were originally from Iran and had different majors of English [i.e., English Literature, English Teaching, and English

Translation], and had B.A., M.A., and Ph.D. degrees.

B. Instruments

Two types of instruments were used in this study:

a. The Bar-On Emotional Quotient Inventory (EQ-i) Self-Report Scale

This scale defines and assesses the skills that comprise emotional intelligence. It has the capacity to assess an individual's general degree of emotional intelligence, potential for emotional health, and present psychological well-being (Bar-On, 2000). This scale has 133 questions which measure people's emotional intelligence and employs a five-point Lickert scale ranging from 'very seldom or not true of me' to 'very often true of me' or true of me' (Bar-On, 2000). The overall average internal consistency of the EQ-i scales is α = .76, and the test-retest reliability of it is α = .73 (Cobb, 2004).

b. The Job Descriptive Index (JDI)

The Job Descriptive Index, a measure of employees' satisfaction with their present job, is a widely used measure of job satisfaction (Balzer, Kihm, Smith, Irwin, Bachiochi, Robie, Sinar, & Parra, 1997). The JDI focuses on job satisfaction and has a total of five scales: present job satisfaction, pay satisfaction, opportunities for promotion, supervision satisfaction, and coworker satisfaction (Balzer, et al., 1997). The average internal consistency, Cronbach's alpha, for all five facets of the Job Descriptive Index is α = .88 with some estimates as high as α = .92 and the test-retest reliability is approximated at α = .65 (Balzer, et al., 1997).

C. Procedure

In order to investigate the research hypotheses, 100 EFL teachers from some Language Institutes in Isfahan, Tehran, Shiraz, Tabriz, and Mashhad provinces of Iran, voluntarily participated in this study. They were asked to complete the Bar-On EQ-i Self-Report Scale and the Job Descriptive Index (JDI), which were personally distributed by the researcher or sent via e-mail. Participants were supposed to choose an option for each statement that accurately described them. Each questionnaire was assigned a code number which served as the teacher's identification code, since no identifiable information was on either form. Teachers also provided some basic demographic information such as their gender, age, and years of teaching on the questionnaires.

IV. RESULTS

The sample of teachers consisted of 50 females and 50 males. Table 1 presents distribution of participants' demographic data.

TABLE 1-
DISTRIBUTION OF PARTICIPANTS' DEMOGRAPHIC DATA

Demographic data	Mean	Minimum	Maximum
Age	35	20	50
Years of Teaching Experience	10	1	20

N = 100

In order to investigate the effect of age and years of teaching experience on emotional intelligence and job satisfaction, teachers were divided into two groups. On one hand, teachers aged below the mean age (20-35) were assigned to young class and those aged above it (36-50) were put in old class. On the other hand, teachers with less years of teaching experience than the mean (1-10) were assigned to less experienced group and those with more teaching experience (11-30) were put in more experienced group. A summary of this is presented in Table 2.

TABLE 2-
DEMOGRAPHICS OF EFL TEACHERS

Demographic data	n
Age	
Young (20-35)	92
Old (36-50)	8
Years of Teaching Experience	
Less Experienced (1-10)	91
More Experienced (11-20)	9

N = 100

A. Descriptive Statistics for Distribution of Participants' Emotional Intelligence

Table 3 reports descriptive statistics for total EQ, broad categories, and subcategories of emotional intelligence.

TABLE 3-
DESCRIPTIVE STATISTICS FOR DISTRIBUTION OF PARTICIPANTS' BAR-ON EQ-I SELF-REPORT SCALE

Total/ Broad category/ Subcategory	Mean	Std. Deviation	Minimum	Maximum
Total EQ	334.84	35.93	219	420
Intrapersonal	109.54	14.91	69	140
Interpersonal	74.93	6.25	59	89
Adaptability	63.26	8.55	41	84
Stress Management	40.13	8.12	18	59
General Mood	46.98	6.10	30	60
Emotional Self-Awareness	22.08	3.17	14	29
Self-Actualization	23.33	3.69	13	30
Self-Regard	22.87	3.77	12	30
Assertiveness	19.35	4.17	9	27
Independence	21.91	3.66	11	29
Empathy	25.43	2.73	18	30
Interpersonal Relationships	24.36	3.00	16	30
Social Responsibility	25.14	2.38	19	30
Problem Solving	22.96	2.70	16	29
Reality Testing	20.49	3.73	11	28
Flexibility	19.81	3.78	9	28
Stress Tolerance	20.16	4.34	8	29
Impulse Control	19.97	4.62	6	30
Optimism	23.29	3.17	12	30
Happiness	23.69	3.88	13	30

N = 100

As displayed in Table 3, teachers' EQ scores ranged from a low level of 219 (extremely underdeveloped emotional capacity) to a high level of 420 (extremely well developed emotional capacity). The mean EQ scores for all teachers (334.84) with a standard deviation of 35.93 suggested that EFL teachers had normal emotional capacity.

B. Distribution of Participants' Job Satisfaction

Descriptive statistics for general job satisfaction, present job satisfaction, pay satisfaction, supervision satisfaction, and co-worker satisfaction are presented in Table 4.

TABLE 4-
DESCRIPTIVE STATISTICS FOR DISTRIBUTION OF PARTICIPANTS' JOB DESCRIPTIVE INDEX (JDI)

Job Satisfaction	Mean	Std. Deviation	Minimum	Maximum
General Job Satisfaction	145.53	23.97	89	201
Present Job Satisfaction	44.68	8.72	6	54
Pay Satisfaction	21.13	10.10	0	42
Supervision Satisfaction	42.36	7.68	20	54
Co-worker Satisfaction	37.36	9.83	18	54

N = 100

Overall, the teachers in this study had high general job satisfaction (M > 108), and were highly satisfied with their present job, supervision, and co-workers (M >= 27), but they were somewhat dissatisfied with their salary (M < 27).

C. Results of the First Research Hypothesis

To address the first research hypothesis, Pearson product moment correlations have been calculated. The results are reported in Table 5.

TABLE 5-
CORRELATIONS BETWEEN EQ AND JOB SATISFACTION

		PJ	PP	SU	CW	GJS
Total EQ	Pearson Correlation	.306**	-.074	.274**	.228*	.262**
	Sig. (2-tailed)	.002	.467	.006	.023	.009
Intrapersonal	Pearson Correlation	.274**	-.056	.301**	.231*	.267**
	Sig. (2-tailed)	.006	.579	.002	.021	.007
Interpersonal	Pearson Correlation	.237*	-.036	.292**	.282**	.280**
	Sig. (2-tailed)	.018	.719	.003	.005	.005
Adaptability	Pearson Correlation	.335**	-.109	.260**	.212*	.246**
	Sig. (2-tailed)	.001	.280	.009	.035	.014
Stress Management	Pearson Correlation	.086	-.064	.051	.090	.057
	Sig. (2-tailed)	.393	.524	.615	.374	.570
General Mood	Pearson Correlation	.302**	-.020	.145	.074	.178
	Sig. (2-tailed)	.002	.843	.150	.465	.076
Emotional Self-Awareness	Pearson Correlation	.169	-.122	.132	.147	.112
	Sig. (2-tailed)	.093	.225	.191	.145	.265
Self-Actualization	Pearson Correlation	.293**	-.133	.246*	.203*	.212*
	Sig. (2-tailed)	.003	.186	.014	.043	.034
Self-Regard	Pearson Correlation	.195	-.008	.259**	.101	.192
	Sig. (2-tailed)	.052	.939	.009	.319	.056
Assertiveness	Pearson Correlation	.196	-.002	.430**	.289**	.327**
	Sig. (2-tailed)	.051	.982	.000	.004	.001
Independence	Pearson Correlation	.251*	.022	.106	.173	.206*
	Sig. (2-tailed)	.012	.825	.292	.085	.040
Empathy	Pearson Correlation	.261**	-.175	.335**	.292**	.240*
	Sig. (2-tailed)	.009	.082	.001	.003	.013
Interpersonal-Relationships	Pearson Correlation	.101	.149	.030	.086	.114
	Sig. (2-tailed)	.318	.139	.765	.396	.152
Social Responsibility	Pearson Correlation	.195	-.083	.344**	.296**	.268**
	Sig. (2-tailed)	.052	.413	.000	.003	.007
Problem Solving	Pearson Correlation	.259**	-.143	.112	.045	.089
	Sig. (2-tailed)	.009	.156	.266	.654	.381
Reality Testing	Pearson Correlation	.205*	-.132	.284**	.166	.178
	Sig. (2-tailed)	.040	.190	.004	.099	.076
Flexibility	Pearson Correlation	.369**	-.013	.227*	.282**	.317**
	Sig. (2-tailed)	.000	.895	.023	.004	.001
Stress Tolerance	Pearson Correlation	.196	-.054	.191	.168	.179
	Sig. (2-tailed)	.050	.593	.057	.095	.075
Impulse Control	Pearson Correlation	-.033	-.062	-.090	.000	-.067
	Sig. (2-tailed)	.746	.537	.373	.996	.508
Optimism	Pearson Correlation	.259**	-.027	.107	.119	.166
	Sig. (2-tailed)	.009	.787	.289	.237	.099
Happiness	Pearson Correlation	.263**	-.009	.140	.019	.144
	Sig. (2-tailed)	.008	.927	.164	.855	.152

Note. The following are explanations of abbreviations: PJ = present job; SU = supervision;
PP = present pay; CW = co-worker; GJS = general job satisfaction.
N = 100; *p < .05, **p < .01.

As it is observed from Table 5, there was a high positive correlation between total EQ and general job satisfaction (r = .262; p = .009). It means that teachers with higher emotional intelligence also reported greater satisfaction of their job. Therefore, the first research hypothesis is supported.

Table 5 showed that there was not significant relationship between ten EQ subscales - stress management, general mood, emotional self-awareness, self-regard, interpersonal relationships, problem solving, reality testing, stress tolerance, optimism, and happiness - and general job satisfaction. Findings suggested that there was a negative correlation between only one EQ subscales, impulse control, and general job satisfaction (r = -.067; p = .508).

D. Results of the Second Research Hypothesis

To address the second research hypothesis, independent-samples t-test was run. The results of this analysis are presented in Table 6.

TABLE 6-
INDEPENDENT-SAMPLES T-TEST FOR EMOTIONAL INTELLIGENCE AND GENDER

Total EQ/ Broad category/ Subcategory	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Total EQ	-.455	98	.650	-3.280	7.216	-17.600	11.040
Intrapersonal	-1.006	98	.317	-3.000	2.983	-8.919	2.919
Interpersonal	1.072	98	.287	1.340	1.251	-1.142	3.822
Adaptability	-.583	98	.561	-1.000	1.716	-4.405	2.405
Stress Management	-.577	98	.566	-.940	1.630	-4.176	2.296
General Mood	.261	98	.795	.320	1.226	-2.113	2.753
Emotional Self-Awareness	-1.007	98	.316	-.640	.635	-1.901	.621
Self-Actualization	-1.002	98	.319	-.740	.739	-2.206	.726
Self-Regard	-.237	98	.813	-.180	.758	-1.685	1.325
Assertiveness	-1.126	98	.263	-.940	.835	-2.596	.716
Independence	-.681	98	.497	-.500	.734	-1.957	.957
Empathy	2.202	98	.030	1.180	.536	.116	2.244
Interpersonal Relationships	-.199	98	.843	-.120	.604	-1.318	1.078
Social Responsibility	.585	98	.560	.280	.479	-.671	1.231
Problem Solving	-1.184	98	.239	-.640	.540	-1.712	.432
Reality Testing	-.990	98	.325	-.740	.748	-2.224	.744
Flexibility	.500	98	.618	.380	.760	-1.129	1.889
Stress Tolerance	-.735	98	.464	-.640	.871	-2.368	1.088
Impulse Control	-.323	98	.747	-.300	.929	-2.144	1.544
Optimism	-.157	98	.876	-.100	.638	-1.366	1.166
Happiness	.538	98	.592	.420	.781	-1.129	1.969

As indicated in Table 6, there was not a significant difference between male and female teachers' total EQ (p > .05). This finding was true for all EQ subscales except one – empathy (p < .05). So, there was a significant difference between male and female teachers' empathy.

TABLE 7-
DESCRIPTIVE STATISTICS FOR DISTRIBUTION OF MALE AND FEMALE TEACHERS' EMOTIONAL INTELLIGENCE

	n	Mean	Std. Deviation	Std. Error Mean
Male	50	333.04	35.23	4.982
Female	50	333.20	36.90	5.220
		N = 100		

Based on the data presented in Table 7, the mean EQ of female teachers was the same as the mean EQ of male teachers and it showed that female and male teachers had the same level of emotional intelligence and as a result, the second research hypothesis is rejected.

E. Results of the Third Research Hypothesis

To address the third research hypothesis, independent-samples t-test has been run, which its results are presented in Table 8.

TABLE 8-
INDEPENDENT-SAMPLES T-TEST FOR JOB SATISFACTION AND GENDER

Job Satisfaction	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
General Job Satisfaction	3.832	98	.000	17.220	4.494	8.302	26.138
Present Job Satisfaction	2.645	98	.010	4.480	1.694	1.119	7.841
Pay Satisfaction	4.229	98	.000	7.900	1.868	4.193	11.607
Supervision Satisfaction	.936	98	.352	1.440	1.538	-1.613	4.493
Co-worker Satisfaction	1.747	98	.084	3.400	1.946	-.463	7.263

It is observed from Table 8 that there was a significant difference between general job satisfaction and gender of EFL teachers (p < .05). It means that male and female teachers had different general job satisfaction. This finding was true for present job satisfaction and pay satisfaction, but not for supervision and coworker satisfaction (p > .05).

TABLE 9-
DESCRIPTIVE STATISTICS FOR DISTRIBUTION OF MALE AND FEMALE TEACHERS' JOB SATISFACTION

	n	Mean	Std. Deviation	Std. Error Mean
Male	50	154.14	22.86	3.23
Female	50	136.92	22.06	3.12
		N = 100		

Based on the data presented in Table 9, the mean job satisfaction of male teachers was more than the mean job satisfaction of female teachers and it showed that male teachers were more satisfied with their job than female ones.

Thus, the third research hypothesis is supported.

F. Results of the Fourth Research Hypothesis

To address the fourth research hypothesis, independent-samples t-test was run. Table 10 reports the results of this analysis.

TABLE 10-
INDEPENDENT-SAMPLES T-TEST FOR EMOTIONAL INTELLIGENCE AND AGE

Total EQ/ Broad category/ Subcategory	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Total EQ	-1.776	98	.079	-23.272	13.104	-49.276	2.732
Intrapersonal	-1.231	98	.221	-6.750	5.483	-17.632	4.132
Interpersonal	-1.154	98	.251	-2.658	2.303	-7.227	1.912
Adaptability	-2.285	98	.024	-7.054	3.087	-13.180	-.929
Stress Management	-1.226	98	.223	-3.663	2.987	-9.591	2.265
General Mood	-1.406	98	.163	-3.147	2.238	-7.588	1.295
Emotional Self-Awareness	-.736	98	.463	-.864	1.174	-3.194	1.465
Self-Actualization	-.733	98	.465	-1.000	1.364	-3.708	1.708
Self-Regard	-1.680	98	.096	-2.315	1.378	-5.050	.420
Assertiveness	-.457	98	.649	-.707	1.547	-3.776	2.362
Independence	-1.388	98	.168	-1.864	1.343	-4.529	.801
Empathy	.059	98	.953	.060	1.012	-1.948	2.068
Interpersonal Relationships	-2.402	98	.018	-2.598	1.081	-4.744	-.452
Social Responsibility	-.135	98	.893	-.120	.884	-1.874	1.635
Problem Solving	-2.268	98	.026	-2.217	.978	-4.158	-.277
Reality Testing	-1.294	98	.199	-1.777	1.373	-4.502	.948
Flexibility	-2.236	98	.028	-3.060	1.368	-5.775	-.344
Stress Tolerance	-1.778	98	.079	-2.815	1.584	-5.958	.328
Impulse Control	-.496	98	.621	-.848	1.711	-4.243	2.548
Optimism	-2.337	98	.021	-2.674	1.144	-4.944	-.404
Happiness	-.328	98	.743	-.473	1.440	-3.331	2.385

It is clear from Table 10 that there was not a significant difference between young and old teachers and their total EQ (p > .05). This finding was true for all broad and subcategories of EQ except five - adaptability, interpersonal relationships, problem solving, flexibility, and optimism (p < .05). So, there were significant differences between young and old teachers in terms of these five subscales.

TABLE 11-
DESCRIPTIVE STATISTICS FOR DISTRIBUTION OF YOUNG AND OLD TEACHERS' EMOTIONAL INTELLIGENCE

	n	Mean	Std. Deviation	Std. Error Mean
Young (20-35)	92	332.98	36.20	3.77
Old (36-50)	8	332.25	32.55	2.03
			N = 100	

Based on the data presented in Table 11, the mean EQ of young teachers was the same as the mean EQ of old teachers and it showed that there was no differences between young and old teachers emotional intelligence. So, the fourth research hypothesis is rejected.

G. Results of the Fifth Research Hypothesis

To address the fifth research hypothesis, independent-samples t-test was run. The results of this analysis are presented in Table 12.

TABLE 12-
INDEPENDENT-SAMPLES T-TEST FOR JOB SATISFACTION AND AGE

Job Satisfaction	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
General Job Satisfaction	-.996	98	.322	-8.799	8.836	-26.334	8.737
Present Job Satisfaction	-.066	98	.948	-.212	3.231	-6.624	6.200
Pay Satisfaction	-2.667	98	.009	-9.641	3.615	-16.815	-2.468
Supervision Satisfaction	.042	98	.967	.120	2.848	-5.532	5.771
Co-worker Satisfaction	.257	98	.798	.935	3.642	-6.292	8.161

As Table 12 indicates, there was no difference between participants' general job satisfaction regarding their age (p > .05). It means that there was no difference between EFL teachers' general job satisfaction and their age. This finding was not true for pay satisfaction (p < .05).

TABLE 13-
DESCRIPTIVE STATISTICS FOR DISTRIBUTION OF YOUNG AND OLD TEACHERS' JOB SATISFACTION

	n	Mean	Std. Deviation	Std. Error Mean
Young (20-35)	92	153.96	38.83	13.76
Old (36-50)	8	153.63	36.15	12.78
N = 100				

As can be seen from Table 13, the mean job satisfaction of young teachers was the same as the mean job satisfaction of old teachers and it showed that both are satisfied with their job. Therefore, the fifth research hypothesis is rejected.

H. Results of the Sixth Research Hypothesis

Independent-samples t-test has been run to address the sixth research. Table 14 shows the results of this analysis.

TABLE 14-
INDEPENDENT-SAMPLES T-TEST FOR EMOTIONAL INTELLIGENCE AND YEARS OF TEACHING EXPERIENCE

Total EQ/ Broad category/ Subcategory	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Total EQ	-.324	98	.747	-4.083	12.614	-29.114	20.948
Intrapersonal	-1.231	98	.221	-6.750	5.483	-17.632	4.132
Interpersonal	-1.154	98	.251	-2.658	2.303	-7.227	1.912
Adaptability	-2.285	98	.024	-7.054	3.087	-13.180	-.929
Stress Management	-1.226	98	.223	-3.663	2.987	-9.591	2.265
General Mood	-1.406	98	.163	-3.147	2.238	-7.588	1.295
Emotional Self-Awareness	-.359	98	.720	-.400	1.115	-2.613	1.812
Self-Actualization	2.015	98	.047	2.560	1.271	.038	5.083
Self-Regard	.631	98	.530	.834	1.322	-1.790	3.458
Assertiveness	-.906	98	.367	-1.325	1.461	-4.225	1.576
Independence	-.553	98	.582	-.709	1.283	-3.256	1.838
Empathy	.621	98	.536	.595	.957	-1.305	2.494
Interpersonal Relationships	-1.856	98	.066	-1.924	1.037	-3.982	.133
Social Responsibility	2.124	98	.036	1.741	.820	.115	3.368
Problem Solving	.082	98	.935	.078	.951	-1.809	1.965
Reality Testing	.597	98	.552	.783	1.310	-1.818	3.383
Flexibility	-1.269	98	.207	-1.674	1.319	-4.292	.944
Stress Tolerance	-1.586	98	.116	-2.388	1.506	-5.377	.601
Impulse Control	-1.465	98	.146	-2.353	1.607	-5.541	.835
Optimism	-.262	98	.794	-.292	1.114	-2.502	1.919
Happiness	.287	98	.775	.392	1.365	-2.317	3.101

As it is clear from Table 14, there was no difference between years of teaching experience and total EQ (p > .05). This finding was true for all EQ subscales (p > .05) except three – adaptability, self-actualization and social responsibility (p < .05).

TABLE 15-
DESCRIPTIVE STATISTICS FOR DISTRIBUTION OF LESS AND MORE EXPERIENCED TEACHERS' EMOTIONAL INTELLIGENCE

	n	Mean	Std. Deviation	Std. Error Mean
Less Experienced (1-10)	91	334.47	35.38	3.70
More Experienced (11-20)	9	334.56	33.31	2.43
N = 100				

Based on the data presented in Table 15, the mean EQ of more experienced teachers was the same as the mean EQ of less experienced teachers and it showed that both had the same level of emotional intelligence. Thus, the sixth research hypothesis is rejected.

I. Results of the Seventh Research Hypothesis

To address the seventh research hypothesis, independent-samples t-test was run, which its results are presented in Table 16.

TABLE 16-
INDEPENDENT-SAMPLES T-TEST FOR JOB SATISFACTION AND YEARS OF TEACHING EXPERIENCE

Job Satisfaction	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
General Job Satisfaction	.534	98	.595	4.490	8.407	-12.193	21.173
Present Job Satisfaction	2.558	98	.012	7.585	2.966	1.700	13.470
Pay Satisfaction	-2.859	98	.005	-9.747	3.410	-16.514	-2.981
Supervision Satisfaction	1.757	98	.082	4.669	2.658	-.606	9.944
Coworker Satisfaction	.575	98	.566	1.983	3.447	-4.858	8.824

Table 16 reports that there is no difference between years of teaching experience and their general job satisfaction ($p > .05$). This finding was not true for present job satisfaction and pay satisfaction ($p < .05$).

TABLE 17-
DESCRIPTIVE STATISTICS FOR DISTRIBUTION OF LESS AND MORE EXPERIENCED TEACHERS' JOB SATISFACTION

	n	Mean	Std. Deviation	Std. Error Mean
Less Experienced (1-10)	91	141.93	46.06	17.20
More Experienced (11-20)	9	141.44	45.79	15.26

N = 100

As reported in Table 17, the mean job satisfaction of less experienced teachers was the same as the mean job satisfaction of more experienced teachers and it showed that both had the same job satisfaction. So, the seventh research hypothesis is rejected.

V. DISCUSSION

The present study expanded the literature on the effectiveness of emotional intelligence with teacher job satisfaction. Analysis of the data supported that EQ was positively correlated with job satisfaction among Iranian EFL teachers. It appeared that EQ did make a difference in how teachers perceived their satisfaction on the job. It was found that EQ subscales general mood, emotional self-awareness, self-regard, interpersonal relationships, problem solving, reality testing, stress tolerance, optimism, and happiness did not make any difference in teachers' job satisfaction and subscale impulse control had a negative relation with their job satisfaction.

The result of this study showed that male and female EFL teachers had somewhat same level of emotional intelligence. Moreover, findings indicated that gender was positively correlated with EFL teachers' job satisfaction. It was revealed that male teachers were more satisfied with their job than females. In addition, results reported that young and old EFL teachers did not differ from each other in terms of their EQ. It was also clear that age was not correlated with EFL teachers' job satisfaction. Findings also confirmed that there was no significant difference between less and more experienced teachers' EQ. Moreover, it was revealed that years of teaching experience was not correlated with EFL teachers' job satisfaction.

The results of the study can be practical for teacher trainers and authorities as well as EFL teachers. Perhaps remedial and in-service trainings could be implemented to help teachers in increasing their EQ, which would increase their job satisfaction (Goleman, 1998). Accordingly, EFL teachers are advised to hold some regular meetings where those with different ages and teaching experience are encouraged to share their various emotional experiences and knowledge.

VI. CONCLUSION

According to Salovey and Mayer (1990), emotional Intelligence was defined as the ability to monitor one's own and other's feelings and emotions, to distinguish between them, and to use the information to guide one's thinking and actions. This kind of ability includes interaction between feelings and recognition that manage people to adopt with life situation. The results of this study showed a positive relationship between Iranian EFL teachers' EQ and job satisfaction, so teachers with higher EQ and skills in controlling emotions, had more job satisfaction, because they were more skilful at controlling their own emotions and aware about the influence of emotions on behaviour and outcomes.

Based on findings of this study, it could be concluded that:

1. There is a significant relationship between EQ and job satisfaction among Iranian EFL teachers in Language Institutes.

2. Male and female teachers do not differ from each other in terms of their EQ.

3. Male and female teachers differ from each other in terms of their job satisfaction.

4. Young and old teachers do not differ from each other in terms of their EQ.

5. Young and old teachers do not differ from each other in terms of their job satisfaction.

6. Less and more experienced teachers do not differ from each other in terms of their EQ.

7. Less and more experienced teachers do not differ from each other in terms of their job satisfaction.

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