

The Comparative Study on the Relation between the Emotional Intelligence with the Effectiveness and the Job Satisfaction among the Iranian Teachers Teaching in Iran and Tajikistan

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Abstract: This study is aimed at analyzing the relation between the emotional intelligence (EI) and its components with the effectiveness and job satisfaction among the Iranian teachers assigned to teach in Tajikistan with the Iranian teachers assigned to teach in Iran. The participants of this study were all the Iranian teachers teaching in Tajikistan and a group of the Iranian teachers who have been equal to the other group regarding job experience and personal information. The data were collected with Siberia Shearing's EI questionnaire and job satisfaction questionnaire. Furthermore, in this research the descriptive data analysis and the analytical statistics (Pearson correlation coefficient, mean comparison) were used to analyze the data. The results showed that there was a significant and positive correlation between the emotional intelligence and the job satisfaction. Furthermore, a significant correlation was observed between the components of self-awareness, self-controlling, and social awareness with the effectiveness of teachers' job. In this study, no difference was observed between the two groups of teachers (teaching in Iran and Tajikistan) in none of the considerable variables. It seems that by employing the emotionally intelligent teachers, or by developing the components of emotional intelligence in them, the level of job satisfaction and teachers' job effectiveness can be increased, and the educational system which is one of the most effective organizations in training the manpower around the world can be assisted efficiently.

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1. Introduction

One of the effective factors in achieving the goals of every organization is the physical ability and health, as well as the mental and social health of the manpower of that organization. The educational and training system of each society is one of the most important organizations in that society and teachers form an important part of it. Nowadays, the importance and the role of the teachers' health in training talents and students' abilities is clear to everyone, and it is clear that the correct procedure of education and training is achieved if the teachers enjoy physical, mental, and social health as well as job satisfaction.

The managers of organizations care the creation of job satisfaction only because there is a direct positive relation between job satisfaction and many of the effective variables in the development of the organization, and production including cutting the production expenses, increasing efficiency, reducing the personnel's absence, increasing the occupational efficiency, and cutting the frequency of mistakes and errors at work [10].

To achieve the goals of every organization, the personnel should be provided with satisfaction of performing the assigned responsibilities so that their jobs have more effects. The job satisfaction has been defined as an emotional or an impressive response to the different aspects of a job. This definition means

that there is not an integrated concept about the job satisfaction. An individual can be very satisfied with one aspect of his job and dissatisfied with other aspects [7]. There are various reasons affecting creating and increasing the job satisfaction including wage, work, promotion, relationship with colleagues, managing and supervising, job safety, organizational structure, personal factors and equality [3]. In other word, the staff's job satisfaction is affected by internal factors including mental and personality traits in addition to the external factors including salary, and colleagues. According to Salovey and Mayer (2000), the emotional intelligence is one of the most important personal characteristics of individuals [8]. Moreover, according to Goleman (1998) the emotional intelligence is a factor that assists the human's ability to know the self and the others to create motivation in the self and controls the emotions, and founds the relationship with others. He also believes that the one who has this ability can control his mentality through self-consciousness, and improve it through self-management. Furthermore, he can understand their effects through solidarity, and acts in a way to improve his and other's mentality through managing the relations [11]. Therefore, the emotional intelligence can be one of the most important factors of personal specifications in job satisfaction and work effectiveness, which has been considered in this study. Among the results of job

satisfaction, one can refer to 1. Creating motivation for doing work, 2. Creating job engagement, 3. improving the citizenship organizational behaviors, 4. Increasing the organizational commitments, 5. Reducing the number of absences from work, 6. reducing staff's displacements, reducing stress, and Increasing the job performance [7].

Therefore, identifying the effective factors on job satisfaction and applying them in the educational systems might result in increasing health, job satisfaction, and the effectiveness of training and education in teachers. Many studies have been done so far issue about the clerks in offices and organizations, managers, and teachers, all of which indicated the relation between the emotional intelligence and job satisfaction. In some studies to determine the relationship of the emotional intelligence and the components with the physical education teachers of Zanjan, Iran, the results showed that there was a correlated and positive relation between the emotional intelligence and job satisfaction ($r=0.349$). Moreover, the results showed that there was a significant positive relation between the three components of "social skills," "solidarity" and "self-motivation" with the job satisfaction. The results of regression analysis proved the three components to be the indicators of the job satisfaction [13]. Furthermore, in another study which was done by some authors to analyze the relation between the emotional intelligence and job satisfaction of the Clerks of the Education and Training Ministry of Abar Kouh, the results showed that the emotional intelligence and job satisfaction have been correlated to each other, and there is a relation between the two components of "controlling", and "social skills" with the job satisfaction [1]. In another study which was done to analyze the effect of teachers and headmasters' emotional intelligence of Miyaneh on job satisfaction of teachers in the harbor of Hong Kong, the results showed that there is a correlation between the teachers and headmasters' emotional intelligence with the teachers' job satisfaction [12]. In addition, in another to analyze the effect of some aspects of emotional intelligence on job satisfaction and the staff's effectiveness results showed that no change was created in the staff's job satisfaction through teaching his aspects of emotional intelligence; however, their effectiveness improved after training [4]. In another study which was aimed at analyzing the emotional intelligence relating to burnout and job satisfaction among the education and training ministry elementary teachers of Greece showed that there was a relation between the emotional intelligence with the burnout and teachers who have high emotional intelligence experience less burnout and more job satisfaction. Furthermore, the

results of regression showed that the emotional exhaustion can be predicted with the job satisfaction [9]. In a study which was aimed at testing the relation between the emotional intelligence and controlling the emotion with effectiveness and job satisfaction, the results showed that among the emotional intelligence, only the general creation has the value of firm prediction for effectiveness. Adjusting the emotion has an exclusive power of prediction on the effectiveness and job satisfaction in the younger group. A few signs were found for the mediation of emotion adjusting between the emotional intelligence and effectiveness in both of the age groups [5]. In another study which was aimed at testing the role of approach mediating (positive and negative) to job between the emotional intelligence and job satisfaction 523 teachers, showed that the positive and negative approach to the job has the powerful mediating role between the emotional intelligence and job satisfaction which affects the level of the emotional intelligence effectiveness on the job satisfaction [6]. Regarding the fact that many studies have been done so far on the emotional intelligence, in this study it was analyzed if there was a difference between the emotional intelligence and job satisfaction of the Iranian teachers teaching in Tajikistan (who are living more comfortable than the teachers working in Iran) with the teachers teaching in Iran, in addition to studying the relation between the emotional intelligence and the components and job satisfaction among teachers. Therefore, the hypotheses were as the following:

- i. If the teachers' emotional intelligence goes higher, their job satisfaction goes higher (figure 1).
- ii. If the teachers' emotional intelligence is high, the students' educational progression increases (the teachers' effectiveness) (figure 1).
- iii. There is a positive correlation between the teachers' job satisfaction and the students' educational progression (the teachers' effectiveness) (figure 2).

There is a difference between the Iranian teachers teaching in Tajikistan with those teaching in Iran regarding the job satisfaction, effectiveness, and the emotional intelligence.

2. Material and Methods

This study is a descriptive, correlative research.

2.1 The Population

The population was 35 of the Iranian teachers teaching in Tajikistan, and the same number of Iranian teachers teaching in Iran was selected for comparison, who were equal to the Tajikistan group in terms of personal information (sex, age, marital

status, job experience, and education level), and finally 70 people divided into two groups were analyzed in this study. The teachers under study included men and women, and taught in the three educational levels (primary, secondary, and high school).

2.2. Data Collection

Data were collected through the three questionnaires of personal information, the emotional intelligence, and the job satisfaction.

2.2.1. Personal Information

This questionnaire included such questions as age, sex, marital status, job experience, and educational levels.

2.2.2. The Emotional Intelligence (EI) Questionnaire

To measure the level of the emotional intelligence in the groups under the study, Siberia Shearing's EI questionnaire was used. This questionnaire included 33 questions in the Likert's scale, which analyzes the five sub scales of "self-consciousness," "self-controlling," "social awareness," and "social skills." Each question indicates one situation in life and the subject should assume himself in the situation, and should choose one of the five choices.

The scale creator has analyzed and calculated the validity of the questionnaire through concurrent validity, and the creator has analyzed the component validity of the questionnaire through internal and convergent consistency. Jirabket (1996) introduced this test as a valid and reliable test, and calculated the validity of it through the split half method, which equaled to 0.94, and Cronbach's alpha, equaled to 0.91. Furthermore, the validity of this questionnaire was analyzed by Mansouri in 2001 and according to the results, it can be stated that this test enjoys an acceptable validity ($r=0.62$) [2].

By the way, the validity of this questionnaire was calculated by Cronbach's alpha 0.92.

2.2.3. The Questionnaire of Job Satisfaction

To measure the level of job satisfaction questionnaire of job satisfaction retrieved from the book "Understanding Yourself" published by SIGNET was used. This questionnaire included 30 questions in the a Likert's five-degree scale, which calculates the level of people's job satisfaction from very low with the score of 30-50, to the excessive and unusual job satisfaction. The validity of this questionnaire was calculated as 0.88 through Cronbach's alpha.

2.3. Data Analysis

The statistical analysis and Pearson Correlation Coefficients were used to describe the sample, and to study the correlation between the variables, respectively. Furthermore, to determine the difference between the groups, the student t - test was used. All the statistical calculations were done with SPSS, version 19.

3. Results

In order to analyze the ion between the emotional intelligence and the components with the job satisfaction and the teachers' effectiveness, the Pearson correlation coefficient was used. As it is understood from table 1, the correlation between "the emotional intelligence" with "job satisfaction" ($r=0.45$) was significant at the significance level of 0.99. Moreover, the correlation between the components of "self-motivation" ($r=0.24$) and "self-consciousness" ($r=0.29$) with "job satisfaction" was significant at the significance level of 0.95. Finally, the correlation between the components of "self-controlling" ($r=0.31$), and "social awareness" ($r=0.34$) with the job satisfaction was significant at the significance level of 0.99. There was no correlation between the components of social skills with the teachers' job satisfaction.

Furthermore, the results show that there is a significant correlation between the emotional intelligence and the teachers' effectiveness ($r=0.45$) at the significance level of 0.99, and the correlation between the components of self-awareness ($r=0.39$), self-controlling ($r=0.38$) and social awareness ($r=0.47$) with the teachers' effectiveness was significant, at the significance level of 0.99. There was no significant correlation between the component of self-motivation and social skills with the teachers' effectiveness.

Table 1. Means, Standard Deviations, and Correlation Coefficient between the job satisfaction, Effectiveness, the Emotional Intelligence, and the Components

	M	SD	1	2	3	4	5	6	7	8
Effectiveness	16.92	1.37								
2 Job satisfaction	133.08	16.41	0.07							
3 Emotional Intelligence	111.1	10.74	0.45**	0.44**						
4 Self-motivation	22.41	2.6*	-0.03	0.24*	0.23					
5 Self-awareness	28.56	3.48	0.39**	0.29*	0.74*	0.11				
6 Self-controlling	22.48	4.76	0.38**	0.31**	0.77**	-0.08	0.44**			
7 Social awareness	21.08	3.12	0.47**	0.34**	0.79**	-0.02	0.52**	0.60**		
8 Social Skills	16.48	3.2*	0.09	0.16	0.38**	-0.07	0.11	0.05	0.22	

Total Number=70, *- significance level=0.95,

** - significance level=0.99

In order to analyze the difference between the two groups of teachers (teaching in Iran and Tajikistan) in level of job satisfaction, effectiveness, emotional intelligence, and the components, the means were compared. As it is observed in table 2, there is no significant difference between the two groups of teachers in none of the variables.

Table 2. The Results of T-test in the two Groups of Teachers in the Variables under the Study

Variables	The Teaching Group	Degrees of Freedom	Means	SD	t-Value
Effectiveness	Tajikistan	68	16.94	1.34	0.133
	Iran	67.78	16.89	1.42	
Job satisfaction	Tajikistan	68	131.11	15.19	-1.005
	Iran	66.64	135.06	17.54	
Emotional Intelligence	Tajikistan	68	111.57	10.11	0.365
	Iran	66.95	110.63	11.47	
Self-motivation	Tajikistan	68	22.80	2.63	1.245
	Iran	67.93	22.03	2.55	
Self-awareness	Tajikistan	68	28.94	3.65	0.928
	Iran	67.28	28.17	3.29	
Self-controlling	Tajikistan	68	22.88	4.60	0.701
	Iran	67.65	22.08	4.94	
Social Awareness	Tajikistan	68	21.08	3.13	0.000
	Iran	67.99	21.08	3.16	
Social Skills	Tajikistan	68	15.57	3.58	-2.476
	Iran	60.75	17.40	2.50	

4. Discussions

The main aim of this study, was analyzing the relation of the emotional intelligence with the job satisfaction and effectiveness. The results showed that there was a close and high relation between the emotional intelligence with the job satisfaction and effectiveness.

The findings of this research are consistent with those of other researches done on the same issue so far [13, 12, 5, and 14]. The observed correlation between the emotional intelligence and job satisfaction in this study equaled to ($r=.45$), which showed a very high relation between these two variables, and the previous researches also prove it [1, 12, 13].

The relation of the emotional intelligence components of this study was similar to those of other studies. For example in this study, there was a relation between the components of self-motivation with the job satisfaction, and it was proved in other researches as well [13].

Moreover, the observed correlation between the self-control and the social skills with the job satisfaction is consistent with other studies [1]. In total, regarding the correlations achieved in this study, it can be concluded that training the emotional intelligence and the components might increase the job satisfaction among teachers.

On the other hand, the results showed that there was a high correlation between the emotional intelligence the teachers' effectiveness, which is also consistent with other studies [4, 5]. Furthermore,

three components of the emotional intelligence which can predict the level of the teachers' effectiveness include self-awareness, self-controlling, and social skills, and the same or lose results have been observed in other studies.

In summary and in terms of approving the first and second hypotheses, the results achieved can be stated as the figure 3.

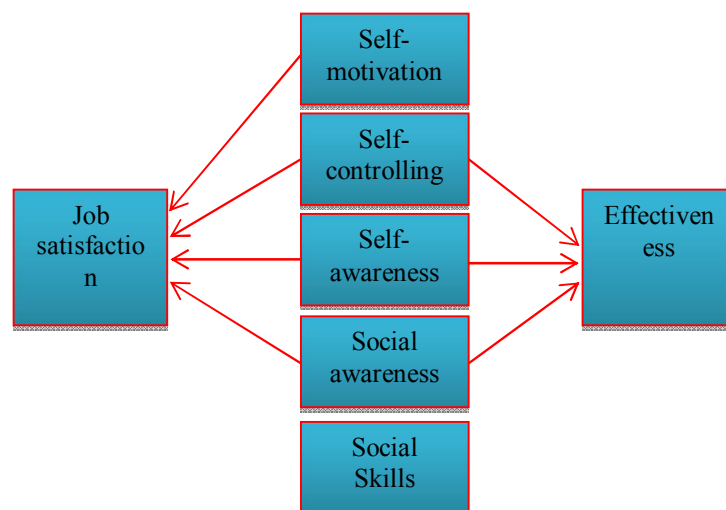


Figure 3. The results of Correlation and Effectiveness of the Emotional Intelligence Components on the Job Satisfaction and Effectiveness

In this study, there was no direct relation between the teachers' effectiveness and their job satisfaction, which is also approved by other previous studies [4]. Although the results of some studies have been reported contrary to this result [7,10], it shows that the satisfaction or dissatisfaction affects the effectiveness in some jobs and does not affect it in other jobs, and it calls for more studies.

The results showed that there was no statistical significant difference in none of the variables between the two groups of teachers in this study, indicating lack of influence of the new work environment (Tajikistan) on such variables as the emotional intelligence, the job satisfaction, or their jobs' effectiveness. Furthermore, it shows that the emotional intelligence and other components are some of the personal information affected by the right trainings which is formed in the individual gradually, and the new geographical cultural environments cannot affect it instantly in a short time. Yet, another reason is that lack of difference between the two groups might be the same job, and the same personal information such as job

experience, sex, age, ... all of which need to be studied more.

As it is understood from figure 3 and other previous studies, it can be concluded that if the emotionally intelligent teachers are employed, or the emotional intelligence is developed in them, the teachers' job satisfaction and effectiveness are increased, and the education and training ministry, which is one of the most effective organizations in training the manpower can be served appropriately. Therefore, it is suggested first to apply the emotional intelligence questionnaire in employing for every especially the teachers, and apply the result as one of the most significant items in employing them, and second it is suggested to hold in-service courses to develop the emotional intelligence in teachers who are teaching.

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