

Predicting the job Satisfaction of Teachers Based on Their Emotional Intelligence and Self-Efficacy

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The purpose of this research was to study the relationship of emotional intelligence and self-efficacy with Job Satisfaction of high school teachers. The study population consisted of all high school teachers in Kermanshah and participants (including 142 males and 158 females) were selected by the multistage sampling method. Research tools included Shrink's (1995) Emotional Intelligence questionnaire, Sherer's (1982) Self-Efficacy and the Wysocki and Kromm's (1994) Job Descriptive Index, respectively. Descriptive statistics, Pearson correlation, and stepwise multiple regression methods have been used for data analysis. Results showed that the correlations between emotional intelligence and job satisfaction ($r = .204$) and self-efficacy and job satisfaction ($r = .21$) are significant ($P < .01$). The stepwise regression showed that from the predictive variables, only the self-efficacy (4.4 percent) is a good predictor of job satisfaction. Out of the components of emotional intelligence, self awareness was the only one which was able to predict job satisfaction and explain some of its variance. These results indicate that the more EI (especially with the component of self awareness) and self-efficacy, the more job satisfaction in the selected sample.

Keywords: emotional intelligence, self-efficacy, job satisfaction, self-awareness.

The education system is composed of several elements, each of them contribute to the achievement of its goals. Teachers as one of the elements is particularly important in the education system and their satisfaction can have a great impact on the achievement of the system goals. One factor receiving attention nowadays by educational and responsible authorities in developing countries as a key strategic factor in advancing the goals of the

education system is the concept of teachers' job satisfaction (Kaldery & Asgari, 2003). For almost a hundred years, much research has been done on employees' job satisfaction. At least the precedence of the research goes back to 1911, when Taylor began studying employees and their jobs to develop better ways to train staff. Seven years later, the matter of interesting in the concept of job satisfaction was posed clearly when Edward Thorndike, in the *Journal of Applied Psychology*, examined the relationship between the job and satisfaction in 1918. Some experts pointed out that the topic of job satisfaction can be traced back to two hundred years ago, when the Industrial Revolution flourished in the United States (Worrell, 2004).

Hoppock (1935) presented one of the first definitions of job satisfaction. He defines job satisfaction as a complex and multidimensional concept which relates to the psychological, physical and social factors. Vroom (1982) has defined job satisfaction as an employees' emotional orientation toward their current job roles. Worrell (2004) defines the job satisfaction as a positive emotional response to the environment as a result of an individual assessment on one's fulfilled needs by the surroundings and finally, Shafi Abaadi (2007) knows the job satisfaction as a psychological sense which is affected by social factors.

The importance of job satisfaction results from the fact that the majority of people spend almost half of their waking hours at work (Moghimi, 2004). In order to achieve the goals of each organization, the work conditions should be provided in such a way that employees perform their duties in an attractive surroundings with full satisfaction and as a result they have necessary effectiveness and efficiency in performing their tasks (Yarmohammadi Monfared, Hemmatinejad & Ramazani Nejad, 2010). The results of research show that employees with higher job satisfaction, are in good condition physically and mentally. In terms of organization, the high level of job satisfaction is the reflection of favorable organizational climate which leads to attracting and holding employees (Moghimi, 2004). If a teacher is interested in his/her job, his/her creativity and talent will be

flourished and never experiences fatigue and depression, contrary to this fact if a teacher is unhappy regarding his/her job, not only he/she becomes depressed but the results of his job would be impaired, too which may lead to the loss of the society (Shayan Jahromi, Salehi & Imani, 2009). All over the world, many organizations are studying their employees' satisfaction, feelings and attitudes not only to plan on how to allocate rewards and possibilities but also they do it because they are worried a lot about their employees' feeling toward their jobs (Golparvar & Qazvi, 2010). Factors such as high levels of self-esteem, satisfaction with life and being strong, low levels of psychological distress, including depression, frustration, tension, anger, fatigue, depressed mood and disappointment, have been identified as efficient factors for mental disorders which are related to job satisfaction and motivation (Pooshne, Pakdaman & Samadi, 2008).

Smith, Kendall & Hulin (1969), enumerate five fundamental dimensions of the nature of works, the job itself, pay and benefits, opportunities for promotion, supervisors and colleagues as the most important effective factors in the feelings of the individuals toward their jobs. In addition to the above factors, other factors such as safety and health, working hours and shift work, job security and career promotion, fair deal at work and the rate of the attraction of the employees to the organization, participation of employees in decision making, content and implementation capacities of staff and employees, changes in work organization, adequate and fair compensation, social responsibility, work, family and leisure can be mentioned as well (Jennifer & Gareth, 1999).

Having certain personality traits by the teachers and some special strategies by the educational systems, are essential for the teachers to reach their favorable job satisfaction. One of the concepts which has been raised in recent years and has become a popular theory is the concept of emotional intelligence. The founders of the theory of emotional intelligence, Salovy and Mayer (1990) have defined emotional intelligence as the individual's ability to monitor one's own and others' feelings and emotions, in order to differentiate them from each other and to use the

information so as to guide his thoughts and actions. According to Salovy (2003), emotional intelligence is a kind of processing of emotional information that includes the proper evaluation of one's and other's emotions and appropriate expressing of the emotions and adaptive regulation in such a way that leads to the promotion of the flow of life (Aghdami Baher, Najarpour Ostadi & Livarjani, 2009). Emotional intelligence is a set of skills which affects self-awareness and understanding of the quality of behavior (Nazem, 2008). This variable associates with emotion, motivation, personality traits, temperament, manners and social skills as well (Zeider, Matthews & Roberts, 2004).

According to Goleman (1995), emotional intelligence is a factor that determines the human capacity in understanding of one's and other's feelings and to help one to make self-motivation and control his emotion and base his relationship with others on this foundation. In other words, emotional intelligence indicates the ability of managing good mood, state of mind and stress control and in fact it is a factor which gives motivation and hope when one feels failure to achieve the goal, (Ashforth & Humphrey, 1995). According to Goleman (1995), emotional intelligence, encompasses at least five types of skills, which include:

- Self-awareness (Consciousness): individual's ability to understand and be aware of the feelings and tempers.
- Self-control: this skill helps people show their feelings in a socially correct way.
- Self-motivation: this skill helps to enhance one's feelings to achieve his goals as well.
- Social intelligence: the ability to understand how a person feels and it is different from feeling sorry for someone.
- Social skills: the ability to talk and deal appropriately with others and their feelings in social situations (Recker, 2001).

In response to the question why it is necessary for teachers to foster the growth of emotional intelligence, factors such as a sense of responsibility in teachers for training successful generations, understanding the needs of

students, administrators and staff, creating the sense of empathy, joy and happiness in the workplace and satisfaction with the job of teaching can be noted. Shoote (2007) suggests that emotional intelligence is related to physical and mental health. Employees with higher emotional intelligence have more job satisfaction (Haghighatjoo, Shafiqpoor, Ansari & Haghighatjoo, 2008). Stage and Lee (2003) state that emotional intelligence, as compared with personality traits and intelligence, predicts job performance better. Researchers have come into alignment results in their studies of the relationship between these variables. Yarmohammadi et al. (2010) studied the relationship between emotional intelligence and job satisfaction in a sample of 215 members of the physical education teachers in Zanjan province and the results showed a positive and significant correlation between emotional intelligence and job satisfaction ($r=.349$) and between the three components of social skills, social awareness and motivation and job satisfaction as well. Also, the correlations between the five components of emotional intelligence and social skills, social consciousness and self-motivation, as the predictors of job satisfaction, were .442, .302, and .235, respectively. Sy and Tram's (2006) research results indicated that there was a significant positive relationship between emotional intelligence and employee job satisfaction and job performance. Etebarian and Omidpanah (2008) in a research entitled the relationship between emotional intelligence and job satisfaction in the employees of the educational system with a sample of 285 participants, showed that the correlation of EI and job satisfaction at the level of .05 was significant ($r=.202$). The correlation between self-control and job satisfaction was significant ($r=.28$) and the correlation between social skills and job satisfaction was significant ($r=0.21$) as well. Other components didn't have a significant relationship with job satisfaction. Totally 4.08 percent of the variance of job satisfaction was due to the emotional intelligence factor. Kafetsios and Zampetakis (2008) examined the relationship between emotional intelligence and job

satisfaction of Greek teachers. Results showed that the emotional intelligence is an important factor in predicting job satisfaction.

In Alam Research (2009), there was a positive and significant relationship between emotional intelligence and job satisfaction among non teaching employees in University Perlis Malaysia. Correlation statistics revealed that EI with its three dimensions, appraisal, utilization and regulation were associated significantly and positively with job satisfaction. The linear regression analysis result further confirmed the predictor nature of the three dimension of emotional intelligence for the job satisfaction .But Casper (2007), in a research entitled of relationship between emotional intelligence and job satisfaction of teachers in America, came to the conclusion that there was not a significant relationship between emotional intelligence and job satisfaction

Emotional intelligence can be increased through training. It is necessary for the teachers to become more equipped in capacities and abilities such as emotional intelligence. If they want to play an efficient and effective role in educational system, it is necessary for them to have the suitable amount of emotional intelligence.

Another important factor which is one of the personality traits and effective in the control and regulation of behavior is the concept of self-efficacy. It is a concept that is derived from Bandura's cognitive-social theory. According to Bandura (1994), “perceived self-efficacy is said to the individuals' beliefs about their capabilities to exercise control over the acts and events that affect their lives“. Bandura (1994) believes that self-efficacy is the most important determinant of the activities we choose and is a determinant for the intensity by which we are doing our activities as well (Hergenhahn & Olson, 2009).

Flamer (1995) says a person with self-efficacy knows consciously that he is able to act in such a way that leads to desired results (Alderman, 2010). People, who have a high sense of efficacy, believe that they can deal effectively with the events and situations. As they expect to be

successful in overcoming obstacles, they act with perseverance and at a high level. In contrast to those who have a low efficiency, they feel more confident in their abilities and show little self-disbelief (Shoultze & Shoultze, 2005). Bandura believes that the patterns or paradigms which are respectful, deserved, supreme, and powerful, are effective in creation of learning. Thus, in most cases teachers can be pretty influential patterns (Saif, 2008). Teachers who have the feeling of effectiveness in themselves provide a better learning environment for achieving academic goals. Beliefs of self-efficacy affect the choices of life, level of motivation, quality of performance, resistance to adversity and vulnerability to stress and depression (Bandura, 1994). So in addition to emotional intelligence, the sense of self-efficacy in teachers is one of the personality traits necessary for practicing the teacher's role and achieving optimal level of job satisfaction as well.

The results of the research of Zahed, Namvar & Nowbakht (2009), showed that there was a significant correlation between self-efficacy and job satisfaction in a sample of 250 teachers of guidance schools ($r=.29$).

Caprara, Barbaranelli, Borgogni & Steca (2003) in a study showed that some individual and collective efficacy beliefs were the main determinant of job satisfaction in teachers. Klassen and Chiu (2010) in a survey showed that teachers who were more effective in classroom management or teaching strategies, had a greater job satisfaction.

In the research of Darvish, Shabani & Ghasempoor (2011), there was a positive and significant relationship between emotional intelligence and self-efficacy and job satisfaction in nurses ($r=.36$). Also, in Samuel reaserch (2007) there was a significant relationship between emotional intelligence and self-efficacy and high school teachers' attitudes toward their jobs ($r=.33$).

The present study attempts to examine the relationship of emotional intelligence and self-efficacy with teachers' job satisfaction. It studies the following seven hypotheses:

Research hypotheses

- 1 – There is a significant relationship between emotional intelligence and job satisfaction of teachers.
- 2 - Emotional intelligence and self-efficacy can predict job satisfaction.
- 3 – There is a significant relationship between each component of emotional intelligence and job satisfaction of teachers.
- 4 - Components of emotional intelligence can predict job satisfaction.
- 5 – There is a significant relationship between self-efficacy and the components of job satisfaction of teachers.
- 6 - Self-efficacy can predict each one of the components of job satisfaction.
- 7 –Each one of the components of EI, can predict each one of the components of job satisfaction.

Method

The population of the present study (1451 persons) consisted of all high school teachers in three regions of Kermanshah in Iran, who had been teaching in 1390-91 academic year. The selected sample included 300 people (142 men and 158 women) who were selected by the multistage sampling method. In this sampling method, three regions of Kermanshah were considered and in each region 2 boys and 2 girls' high schools were randomly selected. The plan of the study followed a descriptive method with correlation and multiple regression analysis.

Tools

1 - Emotional Intelligence Questionnaire of Sybrya Shrink (1995), based on Goleman's theory of emotional intelligence. The questionnaire has 70 questions and measures the five components of self motivation, self-awareness, self-control, social awareness and social skills in a four-degree scale (Mansouri, 2001).

2 - General Self-Efficacy Questionnaire of Sherer (1982), based on cognitive-social theory of Bandura. This scale has 17 items and is in the Likert-type scale. The self-efficacy score is considered as a total score (Asgharnejad, Ahmadi, Farzad & Khodapanahi, 2006).

3 - Job Descriptive Index (JDI), devised by Weysocki and Kromm (1994). Five factors of payment, nature of the work, promotion opportunities, supervisor and colleagues involved as dimensions of job satisfaction were expressed by Smith et al. in 1969 (Moghimi, 2004).

Data of the study were analyzed using Pearson correlation and multiple regressions.

Results

The First Hypothesis

There is a significant relationship between emotional intelligence and teachers' self-efficacy and job satisfaction.

Table 1
Pearson Correlation Coefficient between the Predictor Variables and the Criterion Variable

Variable	Emotional Intelligence	Self-Motivation	Self-Awareness	Self-Control	Social Intelligence	Social Skills	Self-Efficacy
Job Satisfaction	.204**	.016	.266**	.104	.073	.120*	.210**
Nature of the Work	.338**	.001	.324**	.165**	.188**	.233**	.321**
Supervisor	.164**	-.027	.221**	.09	.077	.061	.179**
Colleague	.133*	.042	.121*	.138*	.054	-.007	.158**
Upgrade	.091	.002	.131*	.011	.006	.088	.101
salary	.071	.047	.071	.017	-.024	.084	.058

* Correlation is significant at $P < .05$

** Correlation is significant at $P < .01$

As can be seen in Table 1, the correlation between emotional intelligence and job satisfaction is significant ($r=/.204$; $P<0/01$). The correlation between efficacy and job satisfaction with 0.21 is significant as well. As a result, there is a significant relationship between emotional intelligence and job satisfaction and so the first hypothesis is confirmed.

The Second Hypothesis

Emotional intelligence and self-efficacy can predict job satisfaction.

Table 2
Stepwise Regression Analysis between Predictor Variables and the Criterion Variable

Step	Variable	F	R	R ²	The Standard Error	Coefficient B	Coefficient Beta	t	Significance level
1	Self-Efficacy	13.698	0.21	.044	.662	.016	.21	3.701	.000

According to Table 2 out of the predictive variables of emotional intelligence and self-efficacy only self-efficacy variable based on the stepwise regression model is able to explain the criterion variable of job satisfaction. Based on the coefficient of determination (R²), self-efficacy with the value of 4.4 percent can explain the variance of job satisfaction. Emotional intelligence was not predictive in this model. Also, based on the beta coefficient, there is a direct relationship between self-efficacy and job satisfaction.

The Third Hypothesis

There is a significant relationship between the components of emotional intelligence and job satisfaction of teachers.

Paying attention to the correlation matrix in Table 1, there are no significant correlations between self-motivation and job satisfaction (.016), consciousness and job satisfaction (.226), self-control and job satisfaction (.104), social consciousness and job satisfaction (.073), and social skills and job satisfaction (.12) and only the correlation between consciousness and job satisfaction at the statistical level of .01 and social skills and job satisfaction at the statistical level of .05 are significant .It means that out of the components of emotional intelligence, only there is a significant relationship between social skills and self consciousness and job satisfaction.

The Fourth Hypothesis

Components of emotional intelligence can explain and predict job satisfaction.

Table 3
Stepwise Regression Analysis of the Predictive Components of Emotional Intelligence and Criterion Variable

Step	Variable	F	R	R ²	The standard Error	Coefficient B	Coefficient Beta	t	Significance level
1	Self-Awareness	16.047	.226	.051	.66	.057	.226	4.006	.000

Results of Table 3 show that out of the components of emotional intelligence, the component of self-awareness based on the stepwise regression model is the only element which is able to explain the variance

of the criterion variable of job satisfaction. Based on the coefficient of determination (R²), self awareness is able to explain 5.1 percent of the variance of job satisfaction. Other variables were not able to increase a significant share in predicting job satisfaction.

The Fifth Hypothesis

There is a significant relationship between self-efficacy and components of job satisfaction in teachers.

Based on the correlation matrix in Table 1, the correlation coefficients between the self-efficacy and the nature of the work is (.321), self-efficacy and supervisor (.179), self-efficacy and colleagues (.158), Self-efficacy and promotion (.101) and self-efficacy and salary (.058). Only the correlation coefficients between self-efficacy and the components of nature of work, supervisor and colleague are significant at statistical level of 0.01.

The Sixth Hypothesis

Self-efficacy can predict and explain the components of job satisfaction.

Table 4
Stepwise Regression Analysis of Components of Job Satisfaction
Based on the Predictive Variable of Self-Efficacy

Variable	F	R	R ²	The Standard Error	Coefficient B	Coefficient Beta	t	Significance level
Nature of the Work	34.31	.321	.103	.741	.029	.321	5.857	.000
Supervisor	9.897	.179	.032	.907	.019	.179	3.146	.002
Colleague	7.587	.158	.025	.824	.015	.158	2.754	.006

Results in Table 4 show that the self-efficacy can explain and predict the components of the nature of the work, supervisor and colleagues. Based on the coefficient of determination (R²), self-efficacy can explain 10.3, 3.2 and 2.5 percents of the variances of the components of the nature of the work, supervisor and colleagues, respectively. Also, based on the beta coefficient, the relationship between the three components and self-efficacy is direct. Self-efficacy could not explain any portion of the variances of the components of promotion and salary.

The Seventh Hypothesis

The components of EI explain and predict job satisfaction components.

Table 5
Stepwise Regression Analysis of the Components of the Nature of the Work Based on Components of Emotional Intelligence

variable	F	R	R ²	The Standard Error	Coefficient B	Coefficient Beta	t	Significance level
Self-Awareness	35.021	.324	.105	.016	.095	.324	5.918	.000
Self-Awareness and Social Conscience	21.052	.352	.124	.016	.088	.302	5.489	.000
				.023	.059	.14	2.538	.012

Results of Table 5 show that out of the components of emotional intelligence, only self-awareness and social conscience are able to explain and predict the nature of the work. In the first model based on coefficient of determination (R²), self-awareness predicts 10.5 percent of the variance

of the component of the nature of work; and in the second model, self-awareness and social consciousness predict 12.4 per cent of the variance of the nature of the work. The difference in coefficient of explanation between models I and II demonstrates the ability of 1.9 percent of the component of consciousness in explaining the component of the nature of work.

Table 6
Stepwise Regression Analysis of the Component of Supervisor Based on Components of Emotional Intelligence

Step	variable	F	R	R ²	The Standard Error	Coefficient B	Coefficient Beta	t	Significance level
1	Self-Awareness	15.282	.221	.049	.899	.076	.221	3.909	.000

Results in Table 6 show that out of the components of emotional intelligence, self-awareness is the only one which is able to explain and predict the component criteria of supervisor. And based on the coefficient of determination (R²), self awareness can predict 4.9 percent of the variance of the component of supervisor.

Table 7

Stepwise Regression Analysis of the Component of Colleague Based on Components of Emotional Intelligence

Step	Variable	F	R	R ²	The Standard Error	Coefficient B	Beta Coefficient	t	Significance level
1	Self-Control	5.761	.138	.019	.826	.039	.138	2.4	.017

Table 7 results show that out of the components of emotional intelligence, just the self-control is able to explain and predict the criterion component of colleagues. Based on the coefficient of determination (R²), self-control predicts 1.9 percent of the variance of component of colleagues.

Table 8

Stepwise Regression Analysis of the Components of Promotion Based on Components of Emotional Intelligence

Step	variable	F	R	R ²	The standard	Coefficient B	Coefficient Beta	t	Significance level
1	Self-Awareness	5.211	.131	.017	1.084	.053	.131	2.283	.023

The results of Table 8 show that out of the components of emotional intelligence, only consciousness is able to explain and predict the criterion component of promotion. Based on the coefficient of determination (R²),

consciousness predicts 1.7 percent of the variance of component of promotion. Based on the results of the analysis of this hypothesis, salary component which is one of job satisfaction components did not correlate with any of the components of emotional intelligence, so none of the components of emotional intelligence are able to explain and predict this component and it has not been entered into the models.

Discussion and Conclusions

In this study, the relationships of emotional intelligence and self-efficacy with job satisfaction of the secondary school teachers in the city of Kermanshah in Iran were studied. Analysis results of the first and second hypotheses showed that there was a significant relationship between the emotional intelligence and self-efficacy variables with job satisfaction and stepwise regression analysis showed that the efficacy is able to predict the criterion variable of job satisfaction. The results of this hypothesis mean that changes in emotional intelligence and self-efficacy will lead to a change in job satisfaction. It means that the higher emotional intelligence and self-efficacy the teachers have, the higher their job satisfaction, and vice versa (although in a very small amounts). In the explanation for this finding one could say as the variable of emotional intelligence is sensitive to personality traits, IQ, stress, success and potential compatibility with problems in the workplace and personal surroundings and job satisfaction originates from personal factors and more from social factors and generally from physical and mental skills it appears that emotional intelligence which is a set of non-cognitive skills, can make the person's capacity resistant to job satisfaction and against external pressures. Thus, individuals with higher emotional intelligence have more success, more health, more ability to deal with the problems and finally higher job satisfaction. Also, self-efficacy which has the ability to exercise control over events and functions, can affect the sense of efficacy resulted from overcoming organizational and environmental

barriers that is a part of job satisfaction. Thus, emotional intelligence and self-efficacy are contributing factors to job satisfaction.

This finding is consistent with the results of the research of (Yarmohammadi et al. 2010), Etebarian and Omidpanah (2008), Zahed, Namvar & Nowbakht (2009), Sy and Tram (2006), Caprara, Barbaranelli, Borgogni & Steca (2003), Kafetsios and Zampetakis (2008), Alam (2009), Darvish et al. (2011), Samuel (2007), Klassen and Chiu (2010), Haghightjoo et al. (2008). But it is not consistent with the Casper's research (2007) which discussed the lack of a significant relationship of emotional intelligence and self-efficacy with job satisfaction. One reason for the inconsistency can be the separation of personal and internal factors from external and non-personal factors and another reason can be the conflict between individual and family roles and social and occupational roles.

The results of the analyses of the third and fourth hypotheses showed that out of the components of emotional intelligence, only self-awareness and social skills have significant relationships with job satisfaction. Stepwise regression analysis showed that out of the components of emotional intelligence, only self-awareness can predict and explain the variance of job satisfaction. This finding can be based on this reason that self-consciousness is a means to promote understanding, decision-making, realism, confidence and understanding their strengths and weaknesses, so it is clear that all these factors can affect an individual's satisfaction of playing the organizational role well, to such an extent this self-confidence resulting from self-consciousness can bring the sense of responsibility, focusing on the task and appropriate interaction which are defined in job satisfaction. This finding is inconsistent with the results of the research of Yarmohammadi et al. (2010). They concluded that only the components of self-motivation, social awareness and social skills are able to explain the variance of job satisfaction.

The results of the fifth and sixth hypotheses showed that the correlation coefficients between self-efficacy and the components of nature of the work, supervisor and colleagues are significant. Stepwise regression analysis revealed that out of the component of job satisfaction, self-efficacy can explain only the variances of the components of nature of work, supervisor and colleagues. The components of salary and promotion were not included in the model. This finding is explained in a way that the components of nature of the work, supervisor and colleagues are hidden in the concept of self-efficacy as individual's deservingness in performing duties and tasks. Thus, self-efficacy can explain predictable aspects of job satisfaction as it appears as the individual's belief and ability towards job and experiences. But the components of promotion especially salary are part of basic needs in people's lives, so self-efficacy which is a variable at a level higher than satisfying the necessary requirements is not able to explain them. The meaning of the results is that by increasing teachers' self-efficacy, job satisfaction related to the aspects of the nature of work, supervision and colleagues increases and vice versa.

Seven hypotheses were tested by the stepwise regression analysis. In justifying the results of the components of self consciousness and social awareness being able to explain the variance of the component of the nature of work, it can be noted that the component of the self consciousness has a sense of self-confidence and understanding of strengths and weaknesses, so it can explain the variance of the component of nature of work with acceptance of responsibility and interaction with others if it is incorporated with social awareness which is an appropriate reaction to others and understanding their feelings.

In justifying why the component of self-consciousness can explain the variance of the component of supervisor, we can note that since self-consciousness can provide the possibility of paying attention to the thoughts and emotions of others it can explain the ability of the supervisors to show interest in subordinates and the staff.

In explaining the reason of the confirmation of the third hypothesis, that is, why self-controlling can explain the variance of the component of colleagues, we can express that since self-controlling is the ability to show emotions and managing emotions correctly and socially, so it can explain to some extent the friendly and deserved relationship which exist in the component of colleagues.

Finally, it was found that out of the components of emotional intelligence, only self-awareness can explain the variance of the component of promotion. In justifying this finding, we can say that self-consciousness is a tool to identify the strengths and weaknesses and the factors behind them, and provides a realistic assessment of the abilities to access opportunities for progress or promotion.

According to the obtained results, the researchers recommend to use other personality variables such as self-regulation as predictors of the criterion variable of job satisfaction and, if possible, use other means of data collection, or other questionnaires to measure variables of the survey and use a bigger sample to be able to generalize the results and findings. Also, the educational system authorities are recommended to make teachers and school administrators familiar with the concepts and values of emotional intelligence (especially self-consciousness) and self-efficacy in the communication and human relations through holding instructional workshops.

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