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Sense of Self-Efficacy and Emotional Intelligence as Predictors of Job Satisfaction Among Iranian EFL Teachers

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Abstract

The present study sought to explore the predicting power of sense of self-efficacy (SE) and emotional intelligence (EI) on the Iranian EFL teachers' job satisfaction (JS). To this end, 125 EFL teachers were selected from private language institutes. The participants were asked to complete three questionnaires: Minnesota Satisfaction Questionnaire (MSQ), Teacher Self-Efficacy Scale (TSES), and Emotional Quotient inventory (EQ-i). Significant positive relationships between EI and JS and between SE and JS were observed and independent variables significantly predicted JS. More experienced teachers had a significantly higher mean than novice teachers on JS. Finally, it was revealed that there was not any significant difference between less and more experienced teachers with regard to the correlation between EI and JS and between sense of SE and JS. It is concluded that providing teachers with some interventions such as coaching and mentoring seems necessary.

Keywords: job satisfaction, sense of self-efficacy, emotional intelligence

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Introduction

Teachers, as one of the main players in the teaching milieu, have an important role in every educational context. Job satisfaction as a critical construct in organizational behavior research has positive outcomes for both employees and employers, such as increased job performance, job commitment, and reduced turnover rates (Judge et al., 2001). Each person who is not satisfied with his/her job faces different problems, and English language teachers are no exception to this rule. Masanja (2013) argues that the importance of teachers being satisfied with their work is a fundamental factor for any educational center to be effective in terms of performance and progress. There are various teacher-related variables and numerous research bodies that show the importance of teachers' job satisfaction, such as organizational factors, environmental factors, worker characteristics, and occupational nature that influence job satisfaction (Shooshtarian et al., 2013).

Emotional intelligence is one of the factors being investigated in this study. Emotional intelligence has been shown to be a predictor of job satisfaction in various professions, including teaching (Brackett et al., 2010). Emotional intelligence is "the subset of social intelligence that involves the ability to monitor one's own and others' feelings, to discriminate among them, and to use this information to guide one's thinking and actions" (Salovey & Mayer, 1990, p. 185). According to Mayer and Salovey (1997), emotional intelligence consists of specific skills that are designed to coordinate the ability to perceive emotions, facilitate thought processes, understand emotions, and manage emotions. However, the role of emotional intelligence in predicting job satisfaction among language teachers has not been extensively studied. And there are many more studies on emotional intelligence and other factors supporting the claim that it is an important factor to be studied among teachers.

Self-efficacy has been linked to a range of positive outcomes for teachers, including increased job satisfaction (Skaalvik & Skaalvik, 2007). In numerous studies, the effect of self-efficacy beliefs has been investigated and found to have a positive correlation with job satisfaction (Caprara et al., 2003; Chaaban and Du, 2017; Ryan & Deci, 2000). In the context of teaching, self-efficacy refers to a teacher's belief in his/her ability to teach effectively and make a positive impact on their students (Tschannen-Moran & Woolfolk-Hoy, 2001). The concept of self-efficacy, or an individual's belief in their ability to perform a task successfully, has been consistently linked to job satisfaction (Stajkovic & Luthans, 1998).

Job satisfaction was identified by Caprara et al. (2003) as a "decisive element" (p. 823), impacting teachers' attitudes and performance. It is an important factor affecting the well-being and success of employees, particularly educators such as language teachers. As Salim et al. (2012) stated, "Since the teaching profession involves, among other things, teaching, nurturing, and leading, it may be assumed that EI is very important in ensuring teacher effectiveness and job satisfaction" (p. 125). Emotional intelligence is considered to be a critical factor for success in various fields, including education. Sense of self-efficacy is a crucial component in determining an individual's motivation, behavior, and achievement in diverse areas of life, including the workplace. The way teachers believe in themselves is very important for both

students and teachers, as well as the whole educational system. Researchers are discovering that instructors' self-efficacy affects their teaching habits as well as the motivation and performance of their pupils (Skaalvik & Skaalvik, 2007; Tschannen-Moran & Woolfolk-Hoy, 2001). Iranian EFL teachers face several challenges in their profession, including limited resources, low salaries, and high workloads. Therefore, researching factors that may contribute to their job satisfaction is vital for improving their overall well-being and performance. Understanding the relationship between sense of self-efficacy and emotional intelligence and job satisfaction among Iranian EFL teachers can help identify effective strategies for enhancing their job satisfaction and performance.

While there has been significant research on the factors that contribute to job satisfaction among language teachers, there is a gap in the literature regarding the role of two important psychological constructs, namely self-efficacy and emotional intelligence, as predictors of job satisfaction. To the best of the researcher's knowledge, there have been very few studies, if any, which have investigated the predictive role of emotional intelligence and sense of self-efficacy on Iranian EFL teachers' job satisfaction at the same time. Therefore, this study aims to explore the relationship between these two constructs and job satisfaction among Iranian EFL teachers and whether there is a significant relationship among these variables or not. Moreover, the difference between less and more experienced teachers with regard to the three variables is also investigated and discussed. So, the following questions are aimed at being answered quantitatively through data analysis:

1. Are there any significant relationships between emotional intelligence, its five main subscales, and job satisfaction among Iranian EFL teachers?
2. Are there any significant relationships between sense of self-efficacy, its three main subscales, and job satisfaction among Iranian EFL teachers?
3. Do emotional intelligence and sense of self-efficacy significantly predict job satisfaction among Iranian EFL teachers?
4. Do less experienced (novice) teachers differ from their more experienced counterparts in terms of job satisfaction?

Is there any significant difference between less and more experienced teachers with regard to the correlation between EI and JS and between SE and JS?

Review of Literature

Job Satisfaction

According to Wanger and Gooding (1987), the progress of an organization relies on the job satisfaction of its employees, since the productivity of the organization is contingent upon the level of job satisfaction among its workforce. In the context of teachers, job satisfaction has been identified as a predictor of teacher retention, a factor in teacher commitment, and a contributor to teacher effectiveness (Shann, 1998). Teacher JS is considered as "a predictor of teacher retention, a determinant of teacher commitment, and a contributor to teacher effectiveness", which leads to the teacher's performance enhancement and eventually the ability to have a

positive effect on the students' final performance (Shann, 1998, p. 67). Additionally, teacher job satisfaction has been shown to decrease attrition rates, improve job performance, and positively impact student outcomes. However, measuring job satisfaction among teachers is challenging because they have varying perspectives on what makes their careers fulfilling (Shann, 1998). It has been observed to be a predictor of thoughts of leaving the profession (Lam et al., 1995), thus playing a crucial role in maintaining the stability of the teaching staff. Teacher job satisfaction is thought to contribute to the overall quality of their work life, leading to psychological well-being (Menlo & Poppleton, 1990), personal fulfillment, and professional growth. Throughout the last decades, due to certain reasons, JS has been the target of several research studies. There is this strong belief that JS is a powerful predictor of the general wellbeing of a person in a job setting (Argyle, 1989). Understanding the factors that contribute to job satisfaction is essential for improving the quality of education and the well-being of teachers. According to Shooshtarian et al. (2013), job satisfaction can be influenced by various factors, including organizational factors, environmental factors, the nature of the job itself, and the characteristics of the employee. Job satisfaction holds great significance for teachers because it affects the learning environment for students. When teachers experience high levels of job satisfaction, they are more likely to believe that their role in the school is fulfilling over time.

Reviewing related literature, numerous definitions can be found by various scholars for job satisfaction. Demirtas (2010) stated that expressing job satisfaction in a precise manner that is universally accepted by scholars is challenging. Evans (1997) combined "job comfort" and "job fulfillment" together in order to define the term job satisfaction as "a state of mind determined by the extent to which the individual perceives her/his job-related needs to be being met" (p. 833). The definition of teacher job satisfaction and what it entails are not universally agreed upon. However, there are some international trends suggesting that teachers derive the most satisfaction from intrinsic aspects of their role, such as student achievement, assisting students, positive relationships with students and others, and personal growth (Dinham & Scott, 1998). The concept of job satisfaction refers to individuals' emotional connection to their work and is influenced by the perceived alignment between their job expectations and what they believe the job actually provides (Syptak etal., 1999). Locke (1976) defined job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" (p. 1300). According to Robbins and Timothy (2007), job satisfaction can be described as a favorable emotion towards one's job which arises from an assessment of its features.

It appears that job satisfaction is achieved when one's expectations regarding their job, as well as their social and personal lives, are met. Realizing one's expectations of their job, and subsequently their expectations of their social and personal lives, seems to be the key to job satisfaction. The phenomenon of feeling satisfied has numerous facets and is influenced by a variety of contextual, societal, and personal factors. In recent years, over the past two decades, there has been an increasing focus and interest within the L2 teacher education field in investigating the

effects of psychological factors related to teachers on their job satisfaction, burnout levels, and overall effectiveness.

Emotional Intelligence

Although there is ongoing debate regarding a single definition or framework for emotional intelligence, it is widely agreed that the possession of emotional skills is linked to achievement in various aspects of one's life. Typically, individuals high in emotional intelligence have the ability to perceive, understand, and manage emotions and allow emotions to facilitate their thought (Mayer, 2001). Emotional intelligence can be seen as the integration of intrapersonal and interpersonal intelligence within an individual. According to the literature on emotional intelligence, there are many definitions for what constitutes emotional intelligence. Alternative definitions and models of emotional intelligence view it as a combination of perceived abilities, skills, and personality traits.

Bar-On (2000) claimed that emotional intelligence (EI) encompasses a range of abilities, skills, and personal qualities that influence an individual's ability to thrive in challenging situations. Put simply, EI can be understood as the capacity to understand emotions and how they affect relationships with others. According to Bar-On (2000), who created the most widely used mixed measure of emotional intelligence, emotional and social competencies and skills are interconnected and determine our ability to understand and express ourselves, perceive others and communicate with them, and handle everyday challenges and issues. In this conceptualization, emotional and social competencies and skills are comprised of five main concepts. Each of these concepts is made up of several closely related components.

Being emotionally and socially intelligent entails having a keen awareness of oneself and effectively expressing emotions, as well as possessing the ability to understand and communicate effectively with others. Ryback (1998) claimed that emotional intelligence refers to a person's capacity to perceive and understand the emotions conveyed through interpersonal communication. Essentially, emotional intelligence (EI) is different from what is typically considered cognitive intelligence, as it focuses on one's ability to recognize emotions and feelings in themselves and others. Despite varying viewpoints on emotional intelligence (EI), EI definitions are frequently complementary rather than contradictory. The diverse understandings of EI translate into how an individual relates to themselves and others, encompassing both intrapersonal (interaction with oneself) and interpersonal (interaction with others) relationships.

Self-Efficacy

Self-efficacy pertains to an individual's beliefs regarding their ability to effectively accomplish a specific task or action (Bandura, 1977), and it is influenced by the environment in which the individual works. This theory emphasizes the interplay between personal factors (such as thoughts) and behaviors, as well as environmental conditions. Bandura proposed in his self-efficacy theory that human actions are shaped by an individual's beliefs about two types of expectations: outcome

expectations, which refer to a person's assessment of the results that will follow from a particular behavior, and efficacy expectations, which pertain to the person's confidence in their ability to effectively perform the necessary actions to achieve the desired outcome (Bandura, 1977). While previous assessments of teachers' self-efficacy suffered from flawed understanding, such as emphasizing ability rather than capability and focusing on external factors instead of internal beliefs (Tschannen-Moran et al., 1998), more recent measures like Tschannen Moran and Woolfolk-Hoy's (2001) Teachers' Self-Efficacy Scale align more closely with Bandura's (1997) theoretical principles. Tschannen-Moran and Woolfolk-Hoy (2001), according to their own model, divided teachers' self-efficacy beliefs into three subcategories: Efficacy in student engagement, efficacy in instructional strategies, and efficacy in classroom management. That is to say, a teacher who is capable of engaging students in different tasks and activities in the classroom discussion, efficacious in using various practical strategies in appropriate situations, and able to manage the classroom effectively in case of some crucial problems can be called a teacher with a high sense of self-efficacy. In the past, researchers studying teacher efficacy have referred to two sets of beliefs as "teaching efficacy" and "personal teaching efficacy" (Ashton & Webb, 1986; Gibson & Dembo, 1984). In order to address the need for a comprehensive measurement tool, Tschannen-Moran and Woolfolk-Hoy (2001) created a 24-item Teachers' Sense of Efficacy Scale with three distinct dimensions: instructional strategies, classroom management, and student engagement.

Job Satisfaction and Self-Efficacy

Extensive research has been conducted on teachers' self-efficacy, which refers to the belief that teachers have the ability to influence student learning, specifically within the classroom setting (Miller et al., 2017). The confidence teachers possess in their ability to actively participate in activities that enhance student learning is a crucial element that consistently foretells both teacher behavior and student results (Zee & Koomen, 2016). According to Wyatt (2018), self-efficacy can be described as teachers' confidence in their capacity to facilitate learning through different cognitive, metacognitive, affective, and social approaches that are specific to tasks, domains, and contexts. Consequently, it is closely connected to the behaviors and attitudes exhibited by teachers. In reality, teachers who possess confidence in their teaching abilities anticipate positive outcomes with their students and anticipate receiving high evaluations from both their students and school officials (Silverman, 2010). Individuals with greater self-efficacy are more likely to achieve success in their lives compared to those with lower levels of self-efficacy. Conversely, teachers who lack self-efficacy in their capacity to instruct, engage, and communicate with their students, parents, and colleagues have contrasting expectations (Gay, 2010). According to Wyatt (2018), a comprehensive synthesis of research on language teacher self-efficacy beliefs has yet to be conducted.

Numerous conceptual frameworks that incorporate multiple factors have been generated in the field of job satisfaction. Lent and Brown (2006) came up with a concept that defines job satisfaction as important categories of variables that make up a model, including: a) work-educational satisfaction; b) personality and affective

traits; c) goals and goal-oriented activity; d) self-efficacy; e) work conditions and outcomes; and f) goal-oriented environmental supports, resources, and obstacles.

It appears that self-efficacy plays a mediating role in the connection between several independent variables and job satisfaction, which is considered a dependent variable (Jex & Bliese, 1999). The significant positive relationship between self-efficacy and job satisfaction has also been confirmed by Adebomi, Olufunke, and Oluyemisi (2012), Klassen and Chiu (2010), and Viel-Ruma et al. (2010). People who have high levels of self-efficacy tend to handle challenges more effectively and persistently, leading to the attainment of desirable outcomes and ultimately greater satisfaction from their work. Having lower levels of self-efficacy is linked to lower job satisfaction and increased physical strain.

In a study carried out by Chan et al. (2020), a positive association among three crucial elements was revealed: teaching self-efficacy, work engagement, and job satisfaction. In a meta-analysis done by Kasalak and Dağyar (2020), data from 102 independent reports collected in 2008, 2013, and 2018 as part of the Teaching and Learning International Survey (TALIS) in 50 countries were examined to explore the relationship between teacher self-efficacy and job satisfaction. The study revealed a positive and significant relationship between teacher self-efficacy and job satisfaction. Türkoğlu et al. (2020) did a research involving elementary, middle, and high school teachers to probe the correlation between teachers' self-efficacy and their job satisfaction prediction. The findings indicated a positive association between these variables, with self-efficacy serving as a predictor of job satisfaction.

Job Satisfaction and Emotional Intelligence

Emotional intelligence (EI) is one of the factors being investigated in this study. Emotional intelligence has been shown to be a predictor of job satisfaction in various professions, including teaching (Brackett et al., 2010). However, the role of emotional intelligence in predicting job satisfaction among language teachers has not been extensively studied. Emotional intelligence has been found to be positively related to job satisfaction (Carmeli & Josman, 2006).

EI refers to a form of social intelligence that empowers individuals to navigate their own emotions as well as those of others, with the goal of utilizing these emotions to adapt and thrive in life. Consequently, this ability is highly necessary to ensure the impactful functioning of teachers (Hans et al., 2013). Teachers who possess high levels of emotional intelligence are more adept at handling the emotional challenges that come with teaching, such as managing student behavior and interacting with challenging parents (Brackett et al., 2010).

The study done by Hekmatzadeh et al. (2016) examined the correlation between the level of emotional intelligence and overall job satisfaction among English as a Foreign Language (EFL) teachers employed in private language institutes located in Iran. According to the findings, a noteworthy and favorable relationship between emotional intelligence and job satisfaction among EFL teachers was shown. Ferdowsi and Ghanizadeh (2017) investigated the correlation among job satisfaction, emotional

intelligence (EQ), and stress coping strategies in English as a Foreign Language (EFL) teachers.

Alternative definitions and models of emotional intelligence view it as a combination of perceived abilities, skills, and personality traits. Being emotionally and socially intelligent entails having a keen awareness of oneself and effectively expressing emotions, as well as possessing the ability to understand and communicate effectively with others. It also involves adeptly navigating daily challenges, demands, and pressures. This encompasses an individual's intrapersonal capacity to self-reflect, acknowledge strengths and weaknesses, and express emotions and thoughts in a non-destructive manner. On an interpersonal level, emotional and social intelligence includes the aptitude to empathize with others' emotions, feelings, and needs and to establish and maintain positive, constructive, and mutually satisfying relationships. Ultimately, being emotionally and socially intelligent entails approaching situations rationally and adaptively, problem-solving, and making sound decisions.

Method

Research Design

The present study was a correlational study that aimed at investigating the relationship between three variables: Job satisfaction, sense of self-efficacy, and emotional intelligence. In term of study purpose, a quantitative correlational approach was deemed suitable for examining the relationships between variables and gaining a better understanding of their nature and scope. Since this was a correlational study, there was no need for manipulation or treatment of independent variables, and everything was done directly once the data were collected.

Context and Participants

The participants in this study were 125 English language teachers from Iran, who were selected through convenience sampling because of limited time and resources, and due to the fact that this study focused on specific groups accessible to the researcher. They were all bilingual and trilingual teachers teaching in private language institutes in Mahabad, Urmia, and Tehran, holding academic certificates. Due to the fact that experience as an extraneous variable would affect the results, the researcher controlled this variable and analyzed the data separately for both experienced and inexperienced teachers. In this study, novice and experienced teachers were divided based on Gatbonton's (2008) model, which characterizes novice teachers as those with less than 5 years of teaching experience and experienced teachers as those with more than 5 years of teaching experience. Table 1 depicts the related information of the participants.

Table 1

Participants' Demographic Information (N = 125)

Variables	Number	Percentages
Gender		
Male	44	35.2%
Female	٨1	64.8%
Experience in teaching English (years)		
1-5 (Less Experienced)	٧٢	٥٧.٦%
More than 5 (More Experienced)	٥٣	٤٢.4%
Teachers' level of education		
Bachelor's degree	32	٢5.٦%
Master's degree	72	57.6%
Doctorate degree	21	16.8%

Instruments

Minnesota Satisfaction Questionnaire (MSQ)

In order to derive information about the level of satisfaction English language teachers experience about their job, the Minnesota Satisfaction Questionnaire (MSQ), developed by Weiss et al. (1977), was used, which consists of two short and long forms. In this study, the researcher used the short form, which included 20 items on the Likert scale. The items were scored as [1] very dissatisfied, [2] dissatisfied, [3] neutral, [4] satisfied, and [5] very satisfied. As measured by Cronbach's alpha coefficient, the reliability of the questionnaire was .85 (Davaribina & Ghobadi Asl, 2021).

The validity of MSQ has recently been established by Otaki and Rahdarpour (2023) using CVR and CVI forms. The validity of the tool was measured through face, content and construct validity. Since CVR value all questions was above 0.62, there was no need to delete any questions (Otaki & Rahadarpour, 2023).

The Teachers' Sense of Efficacy Scale (TSES)

The study utilized the Teachers' Sense of Efficacy Scale (TSES), which was created and validated by Tschannen Moran and Woolfolk-Hoy (2001), to assess the self-efficacy of EFL teachers. The TSES was developed to measure teachers' capabilities concerning instructional strategies, student engagement, and classroom management. This scale includes 24 items. Response options ranged from 1 (nothing) to 5 (a great deal). The item examples are from (1) "How much can you do to get through to the most difficult students?" to (24) "How well can you provide appropriate challenges for competent students?"

Researchers have investigated the TSES short- and long-form measures in a variety of settings and have found adequate reliability and validity for the whole scales and their three subscales: self-efficacy for classroom management, instructional

strategies, and student engagement. For example, Klassen et al. (2009) found reliabilities that ranged from .71 to .94 for TSES short-form subscales in five countries and significant relationships between the TSES subscales and job satisfaction in all settings. According to Roohani and Iravani (2020), Eslami and Fatahi (2008) established the validity of TSES in the context of Iran. Moreover, Chang and Engelhard (2016) reconfirmed the validity of the original questionnaire with data from 554 teachers in a US Midwestern state, using the Rasch model.

Emotional Quotient Inventory (EQ-i)

To evaluate language teachers' EI, the researcher employed the "Bar-On EI test", which was designed by Bar-On (1997). The Bar-On EI test is a self-reported measure of emotionally and socially intelligent behavior that provides an estimate of emotional-social intelligence (Bar-On, 1997). In this study, the translated (Persian) version of EQ-i with 90 items was utilized. It was reported that the questionnaire obtained a Cronbach's alpha value of 0.93, signifying high internal consistency, and a reliability index of 0.88, determined through the odd-even, split-half method (Samouei, 2003). Hekmatzadeh et al. (2016) tried to assess the validity and reliability of the Persian version of the questionnaire with a group of 30 teachers from language institutes outside of the sample group.

Data Collection Procedure

The questionnaires were available to the participants in the Google Doc, and the link to access the items was shared. At first, an introduction to the topic of research was provided in order to familiarize the participants. Since teachers participating in the study were familiar with English well, the original (English Version) TSES and MSQ were provided, and the translated (Persian) and modified EQ-i was used. The modified version of EQ consists of five main scales and 90 items totally. As mentioned a priori, its validity and reliability has been well established in Iranian context. The purpose of the study and the allocated time to fill out the questionnaires were specified as well. It was mentioned that the information would be confidential and no one would access it, so they could fill out the questionnaire honestly in order for the researcher to obtain genuine data. The participants were given clearly made instructions in order to meticulously fill out the questionnaires. And, moreover to convince them to carefully fill all three questionnaires, the researcher provided a gift for those completing all the items. To achieve the objectives of this correlational study, the data were collected by distributing the batteries of questionnaires for the three variables. The data collection began in the Spring of 2023. A total of 140 questionnaires were initially administered both electronically and in print format. Among the returned questionnaires, 15 samples were discarded since they seemed to have been carelessly filled out. The battery of questionnaires included directions and explanations on how to complete the questionnaires.

Data Analysis

First, the descriptive statistics (Mean, Standard deviation, Minimum, and Maximum numbers associated with each questionnaire) were specified first. The normality of job satisfaction, emotional intelligence, and sense of self-efficacy were

explored through the skewness and kurtosis indices of normality. Second, Cronbach's alpha reliability indices were computed for job satisfaction, emotional intelligence and its five components, and sense of self-efficacy and its three components. Third, Pearson Correlation was computed to probe any significant relationships between independent and dependent variables. In the fourth stage, to test the hypothesis that self-efficacy and emotional intelligence are predictors of job satisfaction among Iranian EFL teachers, Linear Regression using the backward method was run to predict job satisfaction through independent variables and their components. Fifth, Independent-Samples t-test was run to compare the job satisfaction of less and more experienced teachers. And finally, Pearson Correlations were computed between job satisfaction, emotional intelligence, and sense of self-efficacy for less and more experienced teachers, and two correlations were compared using Z-transformation.

Results

Descriptive Statistics and Normality Check

Table 2 shows the descriptive statistics for job satisfaction, sense of self-efficacy, and emotional intelligence and their components. Table 2 also shows the number of items for each variable. It should be noted that all variables were measured on a Likert scale with one to five choices.

Table 2

	N	Items	Minimum	Maximum	Mean	Std. Deviation
Job Satisfaction	125	20	13	84	59.59	15.742
Intrapersonal	125	30	23	132	91.28	26.528
Interpersonal	125	18	11	81	57.02	16.064
Stress Management	125	12	5	51	31.02	10.267
Adaptability	125	18	10	83	53.65	16.214
General Mood	125	12	1	13	7.90	2.558
Emotional Intelligence	125	90	73	400	266.30	76.911
Student Engagement	125	8	4	33	20.86	5.473
Instructional Strategies	125	8	4	31	19.85	5.907
Classroom Management	125	8	7	32	20.86	5.480
Sense of Self-Efficacy	125	24	20	96	61.57	15.896

Descriptive Statistics and Number of Items

Table 3 shows the skewness and kurtosis for job satisfaction, emotional intelligence, and sense of self-efficacy and their components. Since all values were within the ranges of ±2, it was concluded that the present data did not show any significant deviation from a normal distribution.

Table 3

Skewness and Kurtosis Indices of Normality

	N	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
Job Satisfaction	125	-.450	.217	-.327	.430
Intrapersonal	125	-.722	.217	-.316	.430
Interpersonal	125	-.855	.217	.098	.430
Stress Management	125	-.256	.217	-.737	.430
Adaptability	125	-.412	.217	-.510	.430
General Mood	125	-.258	.217	-.317	.430
Emotional Intelligence	125	-.604	.217	-.407	.430
Student Engagement	125	-.614	.217	.192	.430
Instructional Strategies	125	-.420	.217	-.317	.430
Classroom Management	125	-.326	.217	-.453	.430
Sense of Self-Efficacy	125	-.554	.217	-.122	.430

Cronbach's Alpha Reliability Indices

Table 4 shows the Cronbach's alpha reliability indices for job satisfaction, emotional intelligence, and sense of self-efficacy and their components. The overall reliability indices for job satisfaction, emotional intelligence, and sense of self-efficacy were .938, .988, and .921 respectively. The reliability indices for the components of emotional intelligence were: intrapersonal (α = .966), interpersonal (α = .948), stress management (α = .915), adaptability (α = .944), and general mood (α = .883). The reliability indices for the three components of sense of self-efficacy were: student engagement (α = .834), instructional strategies (α = .846), and classroom management (α = .667).

Table 4

Cronbach's Alpha Reliability Statistics

	Cronbach's Alpha	N of Items
Job Satisfaction	.938	20
Intrapersonal	.966	30
Interpersonal	.948	18
Stress Management	.915	12
Adaptability	.944	18
General Mood	.883	12
Emotional Intelligence	.988	90
Student Engagement	.834	8
Instructional Strategies	.846	8
Classroom Management	.667	8
Sense of Self-Efficacy	.921	24

Investigating the First Research Question

The first research question stated whether there were any significant relationships between emotional intelligence, its five main subscales, and job satisfaction among Iranian EFL teachers. As shown in Table 5, emotional intelligence had a significant and large correlation with job satisfaction ($r (123) = .633$, representing a large effect size, $p < .008$). The components of emotional intelligence also had significant correlations with job satisfaction, i.e., intrapersonal ($r (123) = .619$, $p < .008$), interpersonal ($r (123) = .631$, $p < .008$), stress management ($r (123) = .652$, $p < .008$), adaptability ($r (123) = .615$, $p < .008$), and general mood ($r (123) = .380$, $p < .008$).

Table 5

Pearson Correlations for Job Satisfaction, Emotional Intelligence, and Its Components

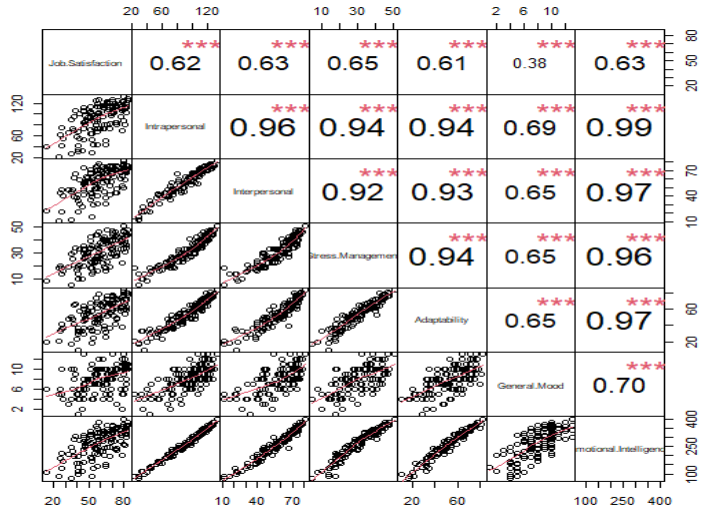
		Job Satisfaction
Emotional Intelligence	Pearson Correlation	.633**
	Sig. (2-tailed)	.000
	N	125
Intrapersonal	Pearson Correlation	.619**
	Sig. (2-tailed)	.000
	N	125
Interpersonal	Pearson Correlation	.631**
	Sig. (2-tailed)	.000
	N	125
Stress Management	Pearson Correlation	.652**
	Sig. (2-tailed)	.000
	N	125
Adaptability	Pearson Correlation	.615**
	Sig. (2-tailed)	.000
	N	125
General Mood	Pearson Correlation	.380**
	Sig. (2-tailed)	.000
	N	125

**. Correlation is significant at the 0.01 level (2-tailed).

As shown in Figure 1, job satisfaction had linear relationships with emotional intelligence and its five components. None of the scatter plots showed curve-like patterns.

Figure 1

Scatter Plots for Job Satisfaction, Emotional Intelligence, and Its Components



The spread of dots along the first columns also did not show any funnel shapes, i.e., narrow at one end and wide at the other end. These results also indicated that the assumption of homoscedasticity was retained. It should be noted that the other scatter plots showed relationships among the components of emotional intelligence. They also did not show any rising-and-falling or funnel-shaped patterns.

Investigating the Second Research Question

As shown in Table 6, sense of self-efficacy had a significant and large correlation with job satisfaction (r (123) = .570, representing a large effect size, p < .012). The components of sense of self-efficacy also had significant correlations with job satisfaction, i.e., student engagement (r (123) = .584, p < .012), instructional strategies (r (123) = .565, p < .012), and classroom management (r (123) = .461, p < .012). As shown in Table 6, all probabilities associated with Pearson Correlation were .000, and lower than .012.

Table 6

Pearson Correlations for Job Satisfaction, Sense of Self-Efficacy, and Its Components

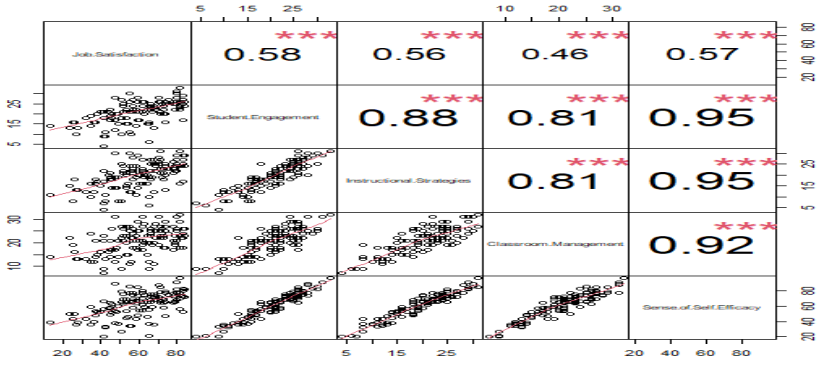
		Job Satisfaction
Student Engagement	Pearson Correlation	.584**
	Sig. (2-tailed)	.000
	N	125
Instructional Strategies	Pearson Correlation	.565**
	Sig. (2-tailed)	.000
	N	125
Classroom Management	Pearson Correlation	.461**
	Sig. (2-tailed)	.000
	N	125
Sense of Self-Efficacy	Pearson Correlation	.570**
	Sig. (2-tailed)	.000
	N	125

**. Correlation is significant at the 0.01 level (2-tailed).

As shown in Figure 2, job satisfaction had linear relationships with sense of self-efficacy and its three components. None of the scatter plots showed curve-like patterns. The spread of dots along the first columns also did not show any funnel shapes, i.e., narrow at one end and wide at the other end. These results also indicated that the assumption of homoscedasticity was retained. It should be noted that the other scatter plots showed the relationships among the components of sense of self-efficacy. They also did not show any rising-and-falling or funnel-shaped patterns.

Figure 2

Scatter Plots for Job Satisfaction, Sense of Self-Efficacy, and Its Components



Investigating the Third Research Question

A linear regression was run to explore to what extent sense of self-efficacy and emotional intelligence could predict job satisfaction. Table 7 shows the results of the linear regression. The results indicated that the regression model converged at a single step. Both emotional intelligence and sense of self-efficacy entered into the regression equation on the first step to predict 44.8 percent of job satisfaction ($R = .669$, $R^2 = .448$). Thus, it can be concluded that both sense of self-efficacy and emotional intelligence significantly predicted job satisfaction.

Table 7

Linear Regression Model Summary[b] Predicting Job Satisfaction Through Sense of Self-Efficacy and Emotional Intelligence

Model	R	R Square	Adjusted R Squar	Std. Error of the Estimate
	.669[a]	.448	.439	11.790

a. Predictors: (Constant), Sense of Self-Efficacy, Emotional Intelligence
b. Dependent Variable: Job Satisfaction

The ANOVA tests of significance of the regression models (Table 8) indicated that the regression model ($F(2, 122) = 49.54$, $p < .05$, $\eta^2 = .448$, representing a large effect size) enjoyed statistical significance. It should be noted that the effect size index of eta-squared of .448 equals the R-squared value shown in Table 7.

Table 8

ANOVA[a] Test of Significance of Regression Model Predicting Job Satisfaction Through Sense of Self-Efficacy and Emotional Intelligence

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	13773.076	2	6886.538	49.546	.000[b]
Residual	16957.116	122	138.993		
Total	30730.192	124			

a. Dependent Variable: Job Satisfaction
b. Predictors: (Constant), Sense of Self-Efficacy, Emotional Intelligence

And finally, Table 9 displays the results of unstandardized (b) and standardized (beta) regression coefficients and their t-values. Based on these results, it can be concluded that both emotional intelligence (b = .093, Beta = .455, t = 5.22, p < .05), and sense of self-efficacy (b = .279, Beta = .281, t = 3.23, p < .05) had significant contributions to job satisfaction. That was why none of them were excluded in Table 7.

Table 9

Regression Coefficients[a] Predicting Job Satisfaction Through Sense of Self-Efficacy and Emotional Intelligence

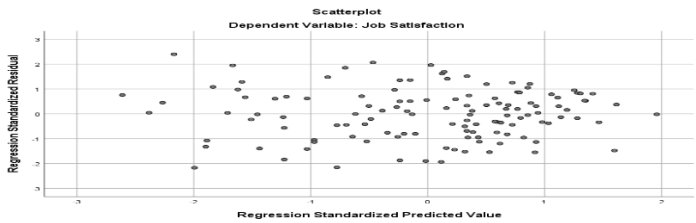
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	17.660	4.452		3.967	.000
	Emotional Intelligence	.093	.018	.455	5.223	.000
	Sense of Self-Efficacy	.279	.086	.281	3.232	.002

a. Dependent Variable: Job satisfaction

Figure 3 shows the scatter plot for the regression model. The spread of dots did not form a curve, indicating that the assumption of linearity was retained. The spread of dots also did not show any funnel shape, i.e., wide at one end and narrow at another end; hence, the homoscedasticity assumption.

Figure 3

Scatter Plots for Predicting Job Satisfaction Through Sense of Self-Efficacy and Emotional Intelligence



Regarding the components of EI and SE, a linear regression was run to predict job satisfaction through components of emotional intelligence and sense of self-efficacy. As shown in Table 10, the regression model converged in seven steps. All components of emotional intelligence and sense of self-efficacy entered the regression model on the first step to predict 50.4 percent of job satisfaction (R = .710, R^2 = .504). On the second to sixth steps, the following variables were excluded with minor changes in the prediction power: adaptability (R = .710, R^2 = .504), instructional strategies (R = .710, R^2 = .504), classroom management (R = .709, R^2 = .502), intrapersonal (R = .706, R^2 = .498), and interpersonal (R = .705, R^2 = .498). The final model included student engagement and stress management as the sole predictors of job satisfaction to predict 48.8 percent of this variable, i.e., (R = .698, R^2 = .488).

Table 10

Model Summary[h] Predicting Job Satisfaction Through Components of Sense of Self-Efficacy and Emotional Intelligence

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.710[a]	.504	.469	11.466
2	.710[b]	.504	.474	11.418
3	.710[c]	.504	.478	11.370
4	.709[d]	.503	.482	11.325
5	.706[e]	.498	.482	11.334
6	.705[f]	.498	.485	11.297
7	.698[g]	.488	.479	11.358

a. Predictors: (Constant), Classroom Management, Adaptability, General Mood, Student Engagement, Instructional Strategies, Interpersonal, Stress Management, Intrapersonal
b. Predictors: (Constant), Classroom Management, General Mood, Student Engagement, Instructional Strategies, Interpersonal, Stress Management, Intrapersonal
c. Predictors: (Constant), Classroom Management, General Mood, Student Engagement, Interpersonal, Stress Management, Intrapersonal
d. Predictors: (Constant), General Mood, Student Engagement, Interpersonal, Stress Management, Intrapersonal
e. Predictors: (Constant), General Mood, Student Engagement, Interpersonal, Stress Management
f. Predictors: (Constant), General Mood, Engagement, Stress Management
h. Dependent Variable: Job Satisfaction
g. Predictors: (Constant), Student Engagement, Stress Management

Table 11 shows the results of the ANOVA tests of significance for the regression models. The results indicated that the regression model enjoyed statistical significance at all seven steps, i.e., $p < .05$. The ANOVA results for the final step were as follows: (F (2, 122) = 58.11, $p < .05$, $\eta^2 = .488$ representing a large effect size) enjoyed statistical significance. It should be noted that the effect size index of eta-squared of .488 equals the R-squared value for the seventh step shown in Table 10.

Table 11

ANOVA[a] Test of Significance of Regression Model Predicting Job Satisfaction through Components of Sense of Self-Efficacy and Emotional Intelligenc

Model		Sum of Squares	df	Mean Square	F	Sig.
1	**Regression**	15479.338	8	1934.917	14.717	.000[b]
	Residual	15250.854	116	131.473		
	Total	30730.192	124			
2	**Regression**	15476.701	7	2210.957	16.959	.000[c]
	Residual	15253.491	117	130.372		
	Total	30730.192	124			
3	**Regression**	15474.297	6	2579.050	19.948	.000[d]
	Residual	15255.895	118	129.287		
	Total	30730.192	124			
4	**Regression**	15468.116	5	3093.623	24.121	.000[e]
	Residual	15262.076	119	128.253		
	Total	30730.192	124			
5	**Regression**	15315.757	4	3828.939	29.808	.000[f]
	Residual	15414.435	120	128.454		
	Total	30730.192	124			
6	**Regression**	15288.917	3	5096.306	39.935	.000[g]
	Residual	15441.275	121	127.614		
	Total	30730.192	124			
7	**Regression**	14992.293	2	7496.147	58.110	.000[h]
	Residual	15737.899	122	128.999		
	Total	30730.192	124			

a. Dependent Variable: Job Satisfaction
b. Predictors: (Constant), Classroom Management, Adaptability, General Mood, Engagement, Instructional Strategies, Interpersonal, Stress Management, Intrapersonal
c. Predictors: (Constant), Classroom Management, General Mood, Engagement, Instructional Strategies, Interpersonal, Stress Management, Intrapersonal
d. Predictors: (Constant), Classroom Management, General Mood, Engagement, Interpersonal, Stress Management, Intrapersonal
e. Predictors: (Constant), General Mood, Engagement, Interpersonal, Stress Management, Intrapersonal

And finally, Table 12 shows the unstandardized and standardized regression coefficients for the regression models at seven steps.

Table 12

Regression Coefficient[a] Predicting Job Satisfaction Through Components Sense of Self-Efficacy and Emotional Intelligence

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	20.359	4.735		4.300	.000
	Intrapersona	-.191	.187	-.321	-1.02	.310
	Interpersonal	.262	.246	.267	1.064	.290
	Stress Management	.945	.344	.616	2.744	.007
	Adaptability	-.031	.221	-.032	-.142	.888
	General Mood	-.621	.642	-.101	-.967	.336
	Engagement	.951	.461	.331	2.062	.041
	Instructional Strategies	.065	.413	.024	.157	.876
	Classroom Management	-.103	.395	-.036	-.260	.795
2	(Constant)	20.260	4.663		4.345	.000
	Intrapersonal	-.197	.180	-.333	-1.09	.275
	Interpersonal	.256	.241	.261	1.060	.292
	Stress Management	.924	.310	.603	2.982	.003
	General Mood	-.624	.639	-.101	-.977	.331
	Engagement	.957	.458	.333	2.089	.039
	Instructional Strategies	.055	.406	.021	.136	.892
	Classroom Management	-.097	.391	-.034	-.248	.805
3	(Constant)	20.171	4.598		4.387	.000
	Intrapersonal	-.198	.179	-.333	-1.10	.272
	Interpersonal	.256	.240	.261	1.065	.289
	Stress Management	.930	.305	.607	3.046	.003
	General Mood	-.628	.636	-.102	-.988	.325
	Engagement	.992	.376	.345	2.641	.009
	Classroom Management	-.081	.372	-.028	-.219	.827
4	(Constant)	19.927	4.443		4.485	.000
	Intrapersonal	-.193	.177	-.326	-1.09	.278
	Interpersonal	.261	.238	.267	1.099	.274
	Stress Management	.919	.300	.600	3.063	.003
	General Mood	-.697	.552	-.113	-1.26	.209
	Engagement	.929	.240	.323	3.873	.000
5	(Constant)	19.804	4.445		4.455	.000
	Interpersonal	.076	.167	.078	.457	.648
	Stress Management	.742	.253	.484	2.939	.004
	General Mood	-.841	.536	-.137	-1.56	.119
	Engagement	.913	.240	.318	3.812	.000
6	(Constant)	20.351	4.267		4.769	.000
	Stress Management	.837	.143	.546	5.860	.000
	General Mood	-.806	.529	-.131	-1.52	.130
	Engagement	.941	.231	.327	4.071	.000
7	(Constant)	18.646	4.140		4.504	.000
	Stress Management	.723	.122	.472	5.908	.000
	Engagement	.887	.230	.308	3.863	.000

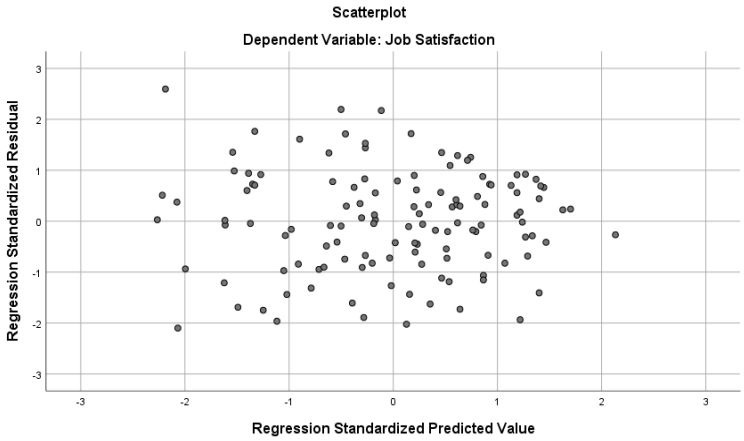
a. Dependent Variable: Job Satisfaction

It can be seen that the variable with the lowest t-value is the best candidate to be excluded in the next step. After excluding adaptability, instructional strategies, classroom management, intrapersonal, and interpersonal variables, the regression coefficients for the two significant predictors of job satisfaction were as follows: stress management (b = .723, beta = .472, t = 5.90, p < .05); student engagement (b = .887, beta = .308, t = 3.86, p < .05).

Figure 4 shows the scatter plot for the regression model. The spread of dots did not form a curve, indicating that the assumption of linearity was retained. The spread of dots also did not show any funnel shape, i.e., wide at one end and narrow at another end; hence, the homoscedasticity assumption.

Figure 4

Scatter Plots for Predicting Job Satisfaction Through Components of Sense of Self-Efficacy and Emotional Intelligence



Investigating the Fourth Research Question

An Independent-Samples t-test was run to compare the less and more experienced groups' means on job satisfaction in order to probe the fifth research question. Table 13 displays the results of the descriptive statistics for the two groups on job satisfaction. The results indicated that the more experienced teachers (M = 74.28, SD = 6.15) had a higher mean than the less experienced teachers (M = 48.79, SD = 11.22) on job satisfaction.

Table 13

Descriptive Statistics for Job Satisfaction by Groups

	Group	N	Mean	Std. Deviation	Std. Error
Job Satisfaction	More	53	74.26	6.156	.846
	Less	72	48.79	11.229	1.323

Table 14 displays the results of the independent-samples t-test. Before discussing the results, it should be noted that the assumption of homogeneity of variances was not retained for job satisfaction.

Table 14

Independent-Samples T-Test for Job Satisfaction by Groups

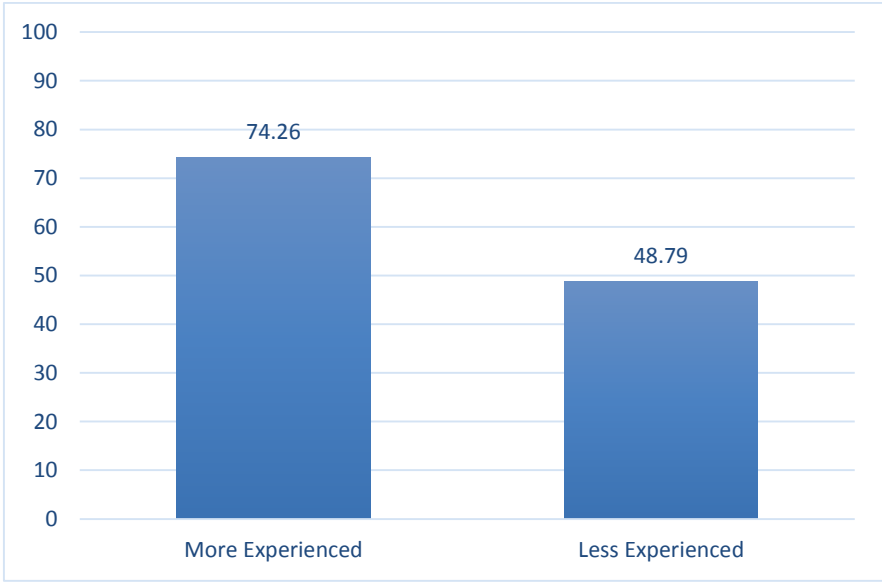
	Levene's Test for Equality of Variances		**T-Test for Equality of Means**						
	F	**Sig.**	**T**	**Df**	**Sig. (2-tailed)**	**Mean Difference**	**Std. Error Difference**	**95% Confidence Interval of the Difference**	
								Lower	**Upper**
Equal variances assumed	14.480	.000	14.935	123	.000	25.472	1.706	22.097	28.848
Equal variances not assumed			16.221	114.703	.000	25.472	1.570	22.362	28.583
	Levene's Test for Equality of Variances		**T-Test for Equality of Means**						
	F	**Sig.**	**T**	**Df**	**Sig. (2-tailed)**	**Mean Difference**	**Std. Error Difference**	**95% Confidence Interval of the Difference**	
								Lower	**Upper**
Equal variances assumed	14.480	.000	14.935	123	.000	25.472	1.706	22.097	28.848
Equal variances not assumed			16.221	114.703	.000	25.472	1.570	22.362	28.583

As displayed in Table 14, the significant results of Levene's test ($F = 14.48$, $p > .05$) indicated that the two groups were not homogenous in terms of their variances on job satisfaction. That was why the second row of Table 14, i.e., "Equal variances not

The results of the independent samples t-test ($t (114.70) = 16.22$, $p < .05$, $r = .835$ representing a large effect size) indicated that the more experienced teachers had a significantly higher mean than the less experienced teachers on job satisfaction. Figure 5 shows the two groups' means on job satisfaction.

Figure 5

Means on Job Satisfaction by Groups



Investigating the Fifth Research Question

Table 15 shows the results of the Pearson Correlations between job satisfaction and emotional intelligence for less and more experienced teachers. The results indicated that less experienced teachers had higher correlation between job satisfaction and emotional intelligence ($r (70) = .512$, representing a large effect size, $p < .05$) than more experienced teachers ($r (51) = .326$, representing a moderate effect size, $p < .05$). The results of Z-transformation ($Z = 1.22$, $p > .05$) indicated that there was no significant difference between less and more experienced teachers with regard to the correlation between emotional intelligence and job satisfaction.

Table 15

Pearson Correlations Between Job Satisfaction and Emotional Intelligence by Groups

Experience		Job Satisfaction	
		Less	**More**
Emotional Intelligence	Pearson Correlation	.512**	.326*
	Sig. (2-tailed)	.000	.017
		72	53
		Z = 1.22	P = .111

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

Table 16 shows the results of the Pearson Correlations between job satisfaction and sense of self-efficacy for less and more experienced teachers. The results indicated that less experienced teachers had a higher correlation between job satisfaction and sense of self-efficacy ($r(70) = .484$, representing a large effect size, $p < .05$) than more experienced teachers ($r(51) = .383$, representing a moderate effect size, $p < .05$). The results of Z-transformation ($Z = .671$, $p > .05$) indicated that there was no significant difference between less and more experienced teachers with regard to the correlation between sense of self-efficacy and job satisfaction.

Table 16

Pearson Correlations Between Job Satisfaction and Sense of Self-Efficacy by Groups

Experience		Job Satisfaction	
		Less	**More**
Sense of Self-Efficacy	Pearson Correlation	.484**	.383**
	Sig. (2-tailed)	.000	.017
	N	72	53
		Z = .671	P = .251

** Correlation is significant at the 0.01 level (2-tailed).

Discussion

This study aimed at exploring the correlation between sense of self-efficacy, emotional intelligence, and job satisfaction in a group of Iranian EFL teachers. The findings obtained from the research indicate that both sense of self-efficacy and emotional intelligence play vital roles in predicting job satisfaction within this specific population.

Building upon previous research conducted by Bandura (1997) and Goleman et al. (2002), this study provides further evidence supporting the crucial role of sense of self-efficacy in predicting job satisfaction among EFL teachers in Iran. Self-efficacy has been linked to a range of positive outcomes for teachers, including increased job satisfaction, motivation, and well-being (Tschannen-Moran & Woolfolk Hoy, 2001). The results obtained from the investigation indicate a meaningful correlation between sense of self-efficacy and job satisfaction, with a moderate positive association observed ($r = .57$, $p < .05$). This suggests that as individuals' belief in their own abilities increases, so does their level of job satisfaction. The positive relationship between self-efficacy and job satisfaction is consistent with previous research on the topic (Skaalvik & Skaalvik, 2007; Zhang & Zhang, 2020). This discovery validates the outcomes of numerous studies documented in academic literature. For example, Adebomi et al. (2012), Caprara et al. (2003), Caprara et al. (2006), Chaaban and Du (2017), and Klassen and Chiu (2010) all support this finding. Similarly, Skaalvik and Skaalvik's (2010) findings also align with this result, demonstrating that self-efficacy has an impact on job satisfaction. Furthermore, this result enhances our understanding of the self-efficacy theory proposed by Bandura (1997), which suggests that efficacy beliefs influence how individuals perceive and handle contextual factors and challenges.

In addition to sense of self-efficacy, the study uncovered the significant role of emotional intelligence as a predictor of job satisfaction among EFL teachers in Iran. Emotional intelligence has been linked to a range of positive outcomes in the workplace, including better interpersonal relationships, greater job satisfaction, and improved performance (Mayer & Salovey, 1997). The results demonstrated a positive correlation between emotional intelligence and job satisfaction ($r = .63$, $p < .05$), indicating that as individuals' emotional intelligence levels increase, so does their level of job satisfaction. The positive relationship between emotional intelligence and job satisfaction is consistent with previous research on the topic as well (Brackett et al., 2010; Yin & Lee, 2012). Another study conducted in Iran, specifically focusing on physical education teachers (Mousavi et al., 2012), provided further support for the connection between emotional intelligence (EI) and job satisfaction (JS). This finding aligns with the observations made by Salim et al. (2012), who studied 1200 primary and secondary school teachers from 60 schools in Malaysia. In their research as well, a significant and positive correlation was discovered between the emotional intelligence of these teachers and their job satisfaction.

Based on the findings, it was revealed that EI and sense of SE accounted for a noteworthy proportion of the variance in job satisfaction ($R^2 = .44$, $F(2,122) = 49.54$, $p < .05$). These results align with the principles outlined in Social Cognitive Theory

proposed by Bandura (1997), which posits that individuals who possess a heightened sense of self-efficacy are more likely to experience greater satisfaction in their work; in addition, they align with prior research conducted by Wong and Law (2002), which demonstrated a positive association between emotional intelligence and job satisfaction.

The study findings are in line with those of Hamdi and Amiri (2013), who found that there was a significant relationship between the emotional intelligence and self-efficacy variables and job satisfaction. Fathi and Savadi Rostami (2018) found that teacher self-efficacy positively influences and directly contributes to job satisfaction.

However, it is important to acknowledge and address several limitations inherent in the study. Firstly, the cross-sectional nature of the data poses constraints on establishing definitive causal relationships between the variables under investigation. Secondly, we relied on self-reported measures as the primary data collection method. This approach introduces the possibility of social desirability bias and other response biases. Thirdly, the sample was restricted to Iranian EFL teachers, highlighting the need for caution when generalizing the findings to other populations.

Notwithstanding these limitations, the present study offers valuable insights into the factors that influence job satisfaction among Iranian EFL teachers. The results of this investigation underscore the significance of sense of self-efficacy and emotional intelligence as predictors of job satisfaction within this specific population. These findings hold important implications for educational policymakers and institutions, as they provide guidance on how to enhance the well-being and job satisfaction of EFL teachers not only in Iran but also in other countries. Additionally, school administrators should provide teachers with opportunities for feedback, mentoring, and support to enhance their sense of self-efficacy and emotional intelligence.

Conclusion

Job satisfaction is a complex concept that has been extensively researched. Self-efficacy and emotional intelligence are key factors that contribute to job satisfaction. This study investigated the relationship between these factors among Iranian EFL teachers' job satisfaction. 125 teachers were selected and collected data through using questionnaires like TSES, EQ-i, and MSQ were analyzed. The study aimed to answer important research questions and provide insights into the factors influencing job satisfaction. The study found a significant positive correlation between job satisfaction (JS) and self-efficacy (SE) and its sub-components. EI and its five main subscales also showed a positive correlation with job satisfaction among EFL teachers. Both EI and SE and their sub-components contributed to job satisfaction and significantly predict it. Experienced teachers showed a greater sense of satisfaction, while less experienced teachers showed less sense of satisfaction regarding their job. Finally, no significant difference was observed regarding the SE and JS and EI and JS correlations among less and more experienced teachers.

The study suggests that teaching institutes and the educational system should provide opportunities for teachers to grow in SE and EI, boosting self-

confidence and integrating into social environments. Satisfied teachers can deal with issues more efficiently and feel better, which could be generalized to the entire education system. The study highlights the importance of self-efficacy and emotional intelligence in influencing job satisfaction levels among EFL teachers in Iran. It highlights the need for teachers to develop self-efficacy, engage in continuous professional development opportunities, and focus on developing emotional intelligence skills. This will help teachers understand their emotions and students' needs, leading to a more fulfilling teaching experience. Self-efficacy and emotional intelligence also contribute to job satisfaction of teachers as materials developers, as they foster confidence, creativity, effective instructional design, and successful classroom implementation. EFL teachers with high emotional intelligence can tap into their creativity and innovative thinking, resulting in engaging and effective learning resources. Self-efficacy and emotional intelligence also influence the instructional design process, as teachers with high self-efficacy set challenging goals and persist in the face of obstacles, leading to well-structured and effective materials. Teachers with high self-efficacy believe in their ability to use and adapt materials effectively, demonstrating enthusiasm and confidence during instruction.

The study highlights the pedagogical implications for teachers as examiners and assessors. Reflecting on teaching practices, setting achievable goals, providing constructive feedback, and recognizing contributions can boost self-efficacy and motivation. In conclusion, the study highlights the importance of incorporating self-efficacy and emotional intelligence in the education sector to improve job satisfaction and overall teaching and learning experiences.

Future research should explore specific factors contributing to these factors, such as teaching methodologies, classroom management strategies, and support systems. Examining the long-term effects of self-efficacy and emotional intelligence on job satisfaction within the dynamic landscape of teaching and exploring cultural variations and contextual factors could expand our understanding of this complex dynamic. Future research should also explore the intricate relationship between self-efficacy, emotional intelligence, and other significant outcomes for language teachers, such as burnout, turnover intention, and teaching effectiveness. Factors like organizational culture, leadership style, and teaching methodology could shed light on how these constructs interact within the broader educational environment. Further research should explore individual and contextual factors that may moderate the relationship between self-efficacy, emotional intelligence, and job satisfaction among language teachers. Factors like gender, age, teaching experience, and school culture can provide insights into the unique experiences and challenges faced by different groups of language teachers. It is also important to focus on examining the effectiveness of interventions designed to enhance teachers' self-efficacy and emotional intelligence, such as coaching, mentoring, or training programs, to improve job satisfaction and other important outcomes. Assessing the durability of these changes can determine their potential for creating lasting positive outcomes for teachers. Replicating this study in diverse cultural contexts could also help develop evidence-based strategies and support systems that foster positive teacher experiences.

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