The Predictability of Iranian EFL Teachers' Emotional Quotient (EQ) with Their Job Satisfaction

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ABSTRACT

As teacher education and teacher related issues are under the attention in the past decade in second language (L2) teaching/learning; this research investigated the predictability of Iranian EFL teachers' emotional quotient (EQ) with their job satisfaction. To this end, 90 EFL teachers at English language institutes in Tehran province were selected as the participants. The needed data was gathered by the use of two standardized questionnaires (filled by the participants): EQ and teacher job satisfaction questionnaires. First of all, the normality of the gathered data was checked through using SPSS version 23. Then, the Spearman coefficient of correlation was used to find whether there is any relationship between the participants' EQ and job satisfaction. The results proved the two variables had a statistically significant and positive correlation with each other. In the next step, the researchers opted for the multiple regression analysis to achieve the research objective. The present study was a quasi-Experimental including a cause and effect design. The predictor was the independent variable (EQ) and the predicted one was the dependent variable (job satisfaction). The finding illustrated a statistically significant and positive predictability of Iranian EFL teachers' EQ with their job satisfaction. The results of the present research would be useful for second language teacher education courses. It was proven that, since teachers' EQ can control their job satisfaction, the findings of the present paper could be beneficial in teacher tr ning issues and teacher education.

Key words: Teacher Education, Job Satisfaction, Emotional Quotient (EQ)

INTRODUCTION

Sanders and Rivers (1996) believe that the most important factor in students' achievement is the teacher. They concern teaching as a complex activity and state that teacher quality can predict students' performance. As a matter of fact, one of the most significant issues in learning is teachers' role, and this matter is of great significan e in language learning. English as a foreign language (EFL) teachers have much heavier responsibilities than before. Teachers must be active both outside and inside the class (Wayne &Youngs, 2003). Therefore, there are a lot of factors that can affect them psychologically. In other words, by knowing about elements which affect teachers' characteristics and feelings, teacher quality can be controlled. In addition, students' achievement would improve in an indirect way. Related to this issue, factors such as teachers' EQ and job satisfaction can be effective in gathering more information in teacher education.

REVIEW OF LITERATURE

EFL Teachers and Teacher Education

Teacher issues and teacher education have been paid less attention comparing to the other issues in learning and language learning. Instead, language learners have been the most important factor. By innovating teacher education and professionalism in general education, a big change was happened and teachers became significant elements in learning. According to Kachru (1989), and the three concentric circles (the Inner circle, Outer circle, and Expanding circle), the Expanding circle refers to countries in which English is a foreign language such as Iran, China, Japan and so on. It can be concluded that, Iranian English teachers can be considered as foreign language teachers. In other words, they are EFL teachers or they teach English as a foreign language.

Birjandi and Bagherkazemi, (2010) state that teacher education needs teacher-led initiatives like reflective teaching, team teaching, and action research. Furthermore, they believe that the knowledge base constantly changes in teaching. Consequently, professional skills must be renewed constantly. In addition, they state that the aim of teacher development is increasing teachers' understanding in teaching.

Also, Richards & Farrell, (2005) believe that strategies that are used for the progress of teachers often include different kinds of practices in teaching; examining principles, reflective analysis regarding teaching practices, discussion with peers about significant issues; working together with peers on classroom projects; and values and beliefs.

However, many things (such as pedagogical experience, and subject-matter knowledge) may not be learned regarding teaching by the use of critical reflection and self-observation. As a matter of fact, professional development must not only consider individual and personal reflection. For example, it can include; critical examination regarding the way language programs and schools are managed developments in a field of knowledge like pedagogical grammar, genre theory, composition theory, and explanation about new theories in language teaching.

Campbell (2000) states that understanding teachers' beliefs and perceptions is of great importance, because teachers who are involved in so many types of teaching and learning processes, are participants of educational theories and principles. Teachers' role in knowing about the students' needs is significant. It has been proven that the mentioned matter has been effective in students' achievement. Hargreaves and Fullan (1992), believe that teachers has an important role in bringing about educational reform.

Consequently, many language education studies have been about the characteristic features of successful language teachers, and their way regarding affecting the improvement of the mentioned features (Birjandi and Bagherkazemi, 2010). Campbell (2000) maintains "teaching is a complex interaction among subject matter, content, teacher characteristics, student characteristics, pedagogy, resources and learning context" (p.50). The most significant characteristics of an appropriate teacher are defined by Korthagen (2004) in a five-layer "onion made" as: competencies (knowledge, skills, and attitudes), beliefs, performances, personality and mission. According to Kleiner (1998), an individual who is well motivated, organized, optimistic toward students and thoughtful, can be defined as a virtuous teache .

The future of the society is dependent on teachers. Perfect education needs them. They have an important role in learning. Edge (1993) believes that a teacher must consider some elements such as: security, organization, instruction, motivation, guidance, modeling, information, feedback, encouragement and evaluation. Therefore, they have a heavy responsibility.

Wayne and Youngs (2003), state that the students' improvement and the teachers' characteristics are interrelated together. In addition, Cruickshank, Jenkins and Metcalf (2003) believe that knowledgeable teachers are effective in students' learning and achievement. According to Harmer (1998), the teachers' characteristics is a significant element in the classroom. Sanders and Rivers (1996) have the same belief too. They consider teaching as a complex activity which is dependent on teacher quality and accept teacher quality as a significant predictor of student performance. These research studies have proven that teachers' role in the process of learning and especially in language learning is of great significance

Emotional Quotient (EQ)

There are so many theories, definitions, and constructs considering the term of EQ. According to Mayer, Caruso and Salovey (1999) EQ theories have been divided into two main types. In the first type, EQ has been considered as a mental ability, and in the second type, it has been defined as mixed models which include a mix of cognitive abilities and characteristics of personality and motivation that help application of abilities in managing emotion in the settings of a real world. If EQ would be considered as a single construct, it is associated with cognitive capability and is defined as intelligence. Here, psychologists consider general cognitive ability and call it as "g" (Ackerman & Heggestad, 1997, Davies & Stankov, 1998).

Peter Salavoy and John Mayer innovated the term "emotional quotient". The mentioned term was popularized by Daniel Goleman in 1996. According to Goleman (1995), EQ is more important than intelligence quotient (IQ) scoring. It can be learnt with practice. He states that the most important thing in every body's success is his/her EQ.

Goleman (1995) identifies EQ as the ability by which a person understands, recognizes, and affects the others' emotions. Salovey, and Mayer (1990) believe that EQ has a more significant role than IQ regarding succession of a person in life and workplace. It is obvious that the human's nature is made of emotion and logic. Consequently, the mixture of logic and emotional reflection and operation of an individual would be important regarding his/her ability in life. It can be said that logic and emotion are interrelated together, and they cannot be separated from each other.

Taylor and Farver (2011) state that EQ consists of four types of abilities including: social awareness, emotional self-awareness, self-management, and relationship management. Having a higher EQ, you would be acquainted of your emotions, able to control your emotions and know about the dynamics of relationships. It has been proven that people with the higher EQ are more successful and lacking EQ causes performance short falls. Furthermore, it is noteworthy to mention that EQ abilities can be gained and taught over time.

Moreover, Salovey, and Mayer (1990), believe that the concept of EQ is related to interaction of emotion and thought in the field of psychology. They state that EQ can be regarded as the intelligent use of emotions. In other words, it is the use of power or information that is included in emotion to help in making effective decisions. Gardner (1983) had a multiple intelligence theory. In his theory, he described seven intelligences including intrapersonal and interpersonal intelligences which covered the way for uncovering other intelligences such as emotional intelligences, which is known as EQ.

Mayor, Salovey and Caruso (1999), consider EQ as the capacity to reason in four areas including perceiving emotions, facilitating thought, analyzing emotions and managing emotions. Parker (2000) believe that the first area contains registering, attending to and deciphering emotion-loaded messages, objects of art, stories, facial expressions or cultural artifacts. The second area is related to the ability to use or generate emotions to focus attention, communicate feeling, or engage in other cognitive processes such as reasoning, problem solving and decision-making. The next area contains reasoning about emotions. It is related to the ability to achieve EQ and the causes of emotions and the way

emotions come together, make an advance, and change from one to another. The last area is related to the management of emotion in oneself and others. It includes awareness, acceptance and use of emotion in problem solving.

Then, Goleman (1995) and Cooper (1996/1997) defined EQ in a larger meaning. In their belief, EQ is both understanding and processing emotion with other parts of skills or personality. In other words, they created a mixed approach to EQ. It can be concluded that EQ is something like "character". Cooper (1996/1997) considered EQ as a combination of non-mental and mental abilities. In sum, all of the above mentioned studies prove that EQ is a way to understand how a person perceives and regulates his or her emotions.

Job Satisfaction

Job satisfaction is a positive emotional state. It is the result of an individual's evaluation regarding his/her job or work experience. The elements that make employees remain at work are of more significance recently (Altinoz, Cakiroglu, & Cop, 2012). There are a lot of factors that may affect job satisfaction. Altinoz, Cakiroglu, and Cop (2012) believe that there are some factors that make job satisfaction under two main headings. One of the factors is the working environment. The other one is regarded to job-oriented elements that are the personality traits and the way of an individual's life. These variables are effective regarding job satisfaction in interacting with each other. The aforesaid variables have been divided in to two groups as personal and environmental factors.

The subject of job satisfaction within the educational context is significant for three reasons. First of all, absenteeism, that is a negative element, causes dissatisfaction. Secondly, having a job satisfaction causes a good quality of life. It can be said that the mentioned elements are interrelated together. Thirdly, it is obvious that making an advance in technology and increasing teachers' responsibilities cause job satisfaction (Alzaida, 2008).

Teachers who teach for earning money are different with teachers who love their job (Merdassa, 2012). Accordingly, Hughes (2006) states that teachers' job satisfaction inflence both their job performance, and students' performance. Nguni, Sleegers, and Denessen (2006) mention that satisfied teachers make students eager to learn. It can be concluded that teachers are able to improve educational system, and this causes achieving goals sooner.

According to the research objective: the following research question and null-hypothesis were proposed as following:

RQ: Is Iranian EFL teachers' EQ a statistically significant predictor of their job satisfaction?

HO: Iranian EFL teachers' EQ is not a statistically significant predictor of their job satisfaction

METHOD
Design

The research was Quasi-Experimental with a cause and effect design. The predictor was the independent variable (I.E.

EQ) and the predicted one was the dependent variable (I.E. job satisfaction).

Participants

For examining the predictability of Iranian EFL teachers' EQ with their job satisfaction, the researchers chose 90 Iranian EFL teachers working at English language institutes in Tehran province as their participants. The participants were in service teachers who have experienced teaching English for more than three years at the institutes. The teachers were both male and female. In other words, this study was not sensitive to gender. There was not any limitation regarding their age either. The participants' major was English teaching, translation, and literature.

Instrument

Two kinds of questionnaires were used for the instruments of this study as follows:

1) EQ Questionnaire by Bar-On (2007). This questionnaire tests a person's abilities of self-confidence, self-awareness, self-control, motivation, empathy, and social competency. The questionnaire includes 90 questions. The participants were requested to fill them out in 30 minutes. The questionnaire is a five likert scale one rating as strongly agree, agree, neutral, disagree, and strongly disagree (See Appendix A).

2) Teacher Job Satisfaction Questionnaire (TJSQ): It has been developed by Karavas (2010). The mentioned questionnaire tests the participants' level of satisfaction with different aspects extrinsic to the task of teaching such as their recognition by students, peers, parents and the wider community, the image of teachers, their status in society, their salary, working hours, benefits etc. The questions in this part were measured on a 5 point scale ranging from 1 = highly satisfying to 5 = highly dissatisfying. There were fifteen questions to be answered. It needed to be completed by the participants in about ten minutes (See Appendix B).

PROCEDURE

In this paper, the researchers wanted to examine the predictability of Iranian EFL teachers' EQ with their job satisfaction. Thus, the samples were selected from English language institutes in Tehran. They were 90 male and female teachers. All of them were in service ones who had teaching experience for more than three years at the English language institutes in Tehran province. It should be mentioned that there was not considered any limitation regarding their gender and age. However, their field of education was only English language and was considered as an important element in the selection of the participants. They were not chosen randomly due to lack of participants. They gave the participants the aforesaid two kinds of questionnaires, and requested them to answer all of the questions. The firs questionnaire was the EQ by Bar-On (2007). By answering it, the rates of the participants' EQ were determined. The

next questionnaire was Teacher Job Satisfaction Questionnaire (TJSQ) by Karavas (2010). By filling that, the participants' rate of job satisfaction was specified. The researchers explained the participants what they exactly were supposed to do, how to fill out the forms, and answered all of the participants' questions. In this way, they tried their best to make anything regarding the questionnaires clear. In other words, they prevented them to answer wrongly and became certain of gathering the exact and correct answers. Finally, the result of all of the questionnaires were examined and measured with SPSS software in order to find out if there was any statistically significant predictability of Iranian EFL teachers' EQ with their job satisfaction.

DATA ANALYSIS AND DISCUSSION

The descriptive statistics related to the obtained scores on the instruments, including the calculated values of skewness ratio and kurtosis ratio, appear below in Table 5.1.

As demonstrated in Table 5.1, if both skewness ratio and kurtosis ratio values fall within the range of -1.96 and +1.96, this point can support the normality of distribution for the scores (Tabachnick & Fidell, 2007). Therefore, teachers' EQ scores were normal, but the distribution for the scores job satisfaction were not normal.

For examining the normality of the distributions further, Kolmogorov-Smirnov test was run and the related results are shown in Table 5.2.

According to Table 5.2, the Sig. value for job satisfaction is more than .05, and the normality of distribution for job satisfaction scores is supported, but for EQ the Sig. values are less than .05. This matter shows that the assumption of normality is violated for this variable. Here the researchers came to the conclusion that the data do not meet the assumptions of parametric statistical techniques. Thus, the related research questions were answered by the use of non-parametric tests.

In order to find the answer of the research question, the correlation between EQ and job satisfaction should be checked. Therefore, the data were analyzed using the Spearman coefficient of correlation, which is a parametric formula. Table 5.3 shows the result of this analysis.

According to the results of the analysis reported in Table 5.3, it was concluded that there was a significant and positive correlation between EQ and job satisfaction, $\rho = 0.211$, n = 90, p < .05.

Preliminary Analyses Pertinent to the Research Question:

The research question of this article was answered through running a multiple regression analysis. However, before performing the analysis, it is necessary to check a number of assumptions. According to Tabachnick and Fidell (2007), these assumptions are:
1) Sample size
2) Multicollinearity
3) Normality.

Sample size

There are different ways of thinking about the legitimate number of participants necessary for running a multiple regression. Among these, Tabachnick and Fidell's (2007) criterion is the most famous one. Tabachnick and Fidell (2007) proposed a formula for calculating sample size requirements, taking into account the number of independent variables: $N > 50 + 8m$ (m = the number of independent variables). In this analysis, there were 2 independent/predictor variables, calling for a sample including more than 66 participants. Including 90 cases, the sample pool seemed to be large enough to meet this assumption.

Multicollinearity

Multicollinearity relates to the relationship between and among the independent variables. More specificall , multicollinearity exists when the independent variables are highly correlated, and running a multiple regression is not so legitimate when multicollinearity is observed (Tabachnick

Table 5.1. Descriptive statistics of scores

	N	Minimum	Maximum	Mean	Standard deviation	Skewness Statistics	standard error	Ratio	Kurtosis Statistics	standard error	Ratio
EQ	90	254	338	292.48	18.382	0.437	0.254	1.72	–0.086	0.503	1.17
Job satisfaction	90	15	49	37.28	7.379	–0.527	0.254	2.07	0.455	0.503	0.90
Valid N (listwise)	90										

Table 5.2. Tests of normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Job satisfaction	0.079	90	0.200*	0.965	90	0.015
EQ	0.114	90	0.006	0.976	90	0.090

*This is a lower bound of the true significance. a. Lilliefors significance correction

& Fidell, 2007). The relationship between the mentioned variables, EQ and job satisfaction was controlled.

Normality

One of the employed techniques for controlling normality in a regression analysis is inspecting the Normal Probability Plot (P-P). Here, we hope that the points lie in a reasonably straight diagonal line from bottom left to top right. The Normal P-P Plot of regression standardized residuals were shown too (Figure 5.1.).

The inspection of the normal P-P plot of regression standardized residual suggests no major deviation from normality. Furthermore, since most of the scores concentrated in the center, the scatterplot of standardized residuals illustrated that residuals were rectangularly distributed.

As shown in scatterplot of the standardized residuals, there was no systematic or clear pattern to the residuals. Thus, the assumption of normality was met.

Investigating the Research Question

As reported earlier, the correlations between Iranian EFL teachers' job satisfaction and EQ turned out to be significant. Therefore, the researchers selected the multiple regression analysis to answer the aforesaid research question and null hypothesis.

For answering the question, a standard multiple regressions were considered. Table 5.4 illustrates the variables of the regression model. EFL teachers' EQ was the predictor variable, and job satisfaction was the predicted variable.

Table 5.5 shows the regression model summary including the R and R2.

a. Predictor: (Constant), EQ

As reported in Table 5.5, R came out to be 0.307 and R2 came out to be 0.094. This means that the model explains 9 percent of the variance in job satisfaction (Cohen, Cohen, West, & Aiken, 2003).

Table 5.6 reports the results of ANOVA (F (2, 89) = 4.535, p = 0.0013), the results of which were considered significant. This matter proves that the model can significantly predict EFL teachers' job satisfaction.
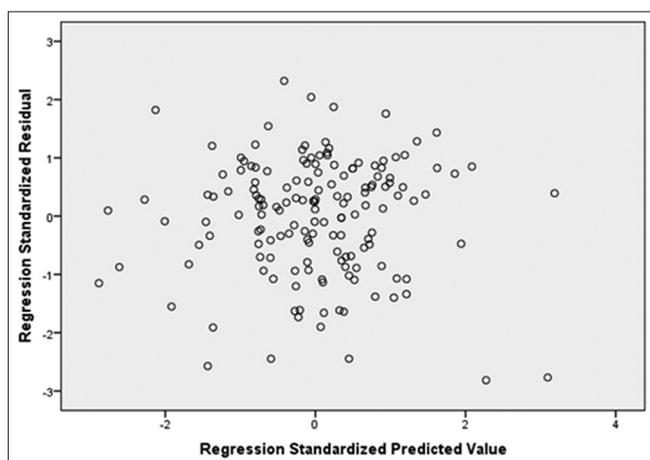

Figure 5.1. Normal P-P Plot of regression

Table 5.7 shows the Standardized Beta Coefficients which signify the degree to which each predictor variable contributes to the prediction of the predicted variable. Since the Sig. values is less than.05, the inspection of the Sig. values demonstrated that the predictor variable makes statistically significant unique contributions to the equation

The β value showed that EQ makes statistically significant unique contribution to explaining job satisfaction. Thus, it was proven that EQ could predict significantly the job satisfaction scores of the candidates. Therefore, the null hypothesis of the research was rejected.

DISCUSSION AND IMPLICATION

Teacher education have been significant recently. Related to this matter, teachers' EQ and job satisfaction have been at the

Table 5.3. Spearman's correlation between EQ and job satisfaction

	EQ	**Job satisfaction**
Spearman's rho		
EQ		
Correlation coefficient	1.000	0.211*
Sig. (2-tailed)	-	0.045
N	90	90
Job Satisfaction		
Correlation coefficient	0.211*	1.000
Sig. (2-tailed)	0.045	-
N	90	90

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

Table 5.4. Variables entered/removed[a]

Model	Variables entered	Variables removed	Method
1	EQ[b]	-	Enter

a. Dependent variable: Job satisfaction, b. All requested variables entered

Table 5.5. Model summary[b]

Model	R	R square	Adjusted R square	Standard error of the estimate
1	0.307[a]	0.094	0.074	6.733

a. Predictor: (Constant), EQ, b. Dependent variable: Job satisfaction

Table 5.6. Regression output: ANOVA

Model	Sum of squares	df	Mean square	F	Sig.
1					
Regression	411.157	2	205.578	4.535	0.013[b]
Residual	3944.132	87	45.335		
Total	4355.289	89			

a. Dependent variable: Job satisfaction, b. Predictor: (Constant), EQ

Table 5.7. Regression output: Coefficients

Model	Unstandardized coefficients		Standardized coefficients	T	Significance	Part correlation
	B	**SE**	**B**			
1						
(Constant)	13.654	11.468		1.191	0.034	
EQ	0.042	0.048	0.110	0.881	0.049	0.094

center of a lot of scholars' way of thinking regarding educational training.

Marashi and Zaferanchi (2010) did a research about EFL teachers' EQ and managing young learners' classroom. Their participants were 25 Iranian female teachers teaching at Kish language school in Tehran. They were in-service teachers with the experience of teaching for more than 5 years. They had young learners as their students. The result of the study demonstrated a significant relationship between EFL teachers' EQ and their management related to young learners' classes. In sum, it was shown that teachers with the higher EQ can manage classes of young learners more effectively.

Salehi, Taghavi and Yunus (2015) conducted a study on English teachers, with the degree of BA, MA, or PhD, teaching at language institutes in Isfahan. The results showed that there were positive significant relationships between teachers' job satisfaction and their attitudes towards students' beliefs and motivation. The mentioned researchers of this paper proved that educational institutions are able to make an advance in improvement regarding teachers' perceptions of their profession and improvent related to profession environment in order to control the process of language learning in the best way.

Shiuan-Ying Huang, Huang, Chang and Kao (2013) had a research on exploring the effects of teacher job satisfaction on teaching effectiveness. They did their research on particular Taiwan-based vocational and technological colleges. Their research had 3 conclusions. Firstly, teachers' job satisfaction had a positively significant effect on teaching quality assurance. Secondly, teaching quality assurance was effective regarding the quality of teaching. Finally, job satisfaction of teachers was also effective related to the quality of teaching.

It was proven that all of the above mentioned studies support this paper. The result of the research question is clear and interesting. It is obvious that job satisfaction is limited to work place. It is also logical that a teacher with a higher EQ can achieve his/her needs sooner and better. Therefore, EQ can be a predictor for job satisfaction.

Nowadays language teachers and researchers attempt to find ways to improve EFL classes and students' achievements. Thus, teachers' education is a significant factor. It should be mentioned that teachers' EQ, and job satisfaction are able to influence students' improvement and make a different future for them. According to this paper, institutes should choose teachers with the best potentials. Teachers with the characteristic of owning a higher EQ and job satisfaction have an important role in teaching. In addition, they can receive much more information from their learners. In other words, they have a significant role in making a much more knowledgeable society.

CONCLUSION

The main goal of this research was to investigate the predictability of Iranian EFL teachers' EQ with their job satisfaction. 90 Iranian EFL teachers teaching at English language institutes in Tehran province were the participants of the research. They were asked to answer two kinds of questionnaires (EQ questionnaire, and Teacher Job Satisfaction Questionnaire (TJSQ)). By this way and by the use of SPSS software, their EQ, and job satisfaction were measured. The Spearman coefficient of correlation was used to find the result. It was shown that EQ could predict significantly the job satisfaction scores of the candidates. To sum up, it is useful for the institutes to choose teachers with the best potentials. EQ is considered as one of the significant factors regarding EFL teachers. Language classes with teachers of higher EQ would be more effective for the students. In addition, teachers' job satisfaction is another important factor. Therefore, teachers with the higher EQ and job satisfaction have a significant role in teaching. Furtheremore, they can receive better information from their learners. In other words, they have an important role in innovating a knowledgeable society.

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APPENDIX

Appendix A: Questionnaire on Emotional Intelligence By: Bar-On (2007)

Dear respondent,

This questionnaire intends to measure your emotional intelligence. Please answer the following items by circling the number of the alternative which is most suitable for you. We would like you to be as accurate as possible since the success of this investigation depends upon it.

1= Strongly Disagree

2= Disagree

3= Neutral

4= Agree

5= Strongly Agree

Items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1) I think it is necessary to go step-by-step for solving the problems.	○	○	○	○	○
2) It is difficult for me to enjoy the life.	○	○	○	○	○
3) I prefer a job in which I am the person who makes all decisions as much as possible.	○	○	○	○	○
4) I can fight with my problems without any tension.	○	○	○	○	○
5) I can make efforts for finding a good meaning for my life.	○	○	○	○	○
6) I know completely my excitements.	○	○	○	○	○
7) I try to consider the realities of affaires without daydreaming.	○	○	○	○	○
8) I easily make friends.	○	○	○	○	○

Items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
9) I believe that I have required conditions for controlling difficult situations.	○	○	○	○	○
10) I have confidence in my own abilities.	○	○	○	○	○
11) It is difficult to control my angry.	○	○	○	○	○
12) It is hard for me to begin again.	○	○	○	○	○
13) I like to help others.	○	○	○	○	○
14) I can easily understand others' feeling.	○	○	○	○	○
15) When I am angry of others, I cannot explain my ideas.	○	○	○	○	○
16) I try to collect required information while facing with any problems.	○	○	○	○	○
17) It is difficult for me to laugh.	○	○	○	○	○
18) While working with other people, I am follower of their thoughts instead of my own.	○	○	○	○	○
19) I cannot tolerate any pressures.	○	○	○	○	○
20) I could not find any results within last few years.	○	○	○	○	○
21) I can hardly explain my feelings to others.	○	○	○	○	○

Items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
22) Others do not know to what I am thinking.	○	○	○	○	○
23) I accompany others as well as possible.	○	○	○	○	○
24) I am optimistic about anything I do.	○	○	○	○	○
25) I am self-respecting.	○	○	○	○	○
26) My angriness situation makes me more difficulties.	○	○	○	○	○
27) I hardly change my thoughts about various factors.	○	○	○	○	○
28) I am not tired of helping others, especially when I am competent for it.	○	○	○	○	○
29) My friends freely explain their private problems to me.	○	○	○	○	○
30) I can show my disagreement with others.	○	○	○	○	○
31) Upon facing any problems, the first thing I do is keep thinking.	○	○	○	○	○
32) I am a fresh person.	○	○	○	○	○
33) I prefer others make any decision for me.	○	○	○	○	○
34) I feel stress is very difficult for me.	○	○	○	○	○
35) I am not satisfied of anything I do.	○	○	○	○	○
36) I hardly know what I feel.	○	○	○	○	○

Items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
37) I prefer not to face with anything happens around me.	○	○	○	○	○
38) Sincere relations with my friends are important for both of us.	○	○	○	○	○
39) Even at difficult conditions, I have required motivation for continuation of my job.	○	○	○	○	○
40) I cannot accept myself as it is.	○	○	○	○	○
41) Others tell me to speak more calmly.	○	○	○	○	○
42) I easily adopt with new situations.	○	○	○	○	○
43) I am thinking in a lost child. Even I have another job at any other places.	○	○	○	○	○
44) I pay attention to any accidents happen for others.	○	○	○	○	○
45) It is difficult for me to say "No".	○	○	○	○	○
46) Upon trying to find a solution, I will consider all solutions and then select the best.	○	○	○	○	○

Items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
47) I am satisfied of my life.	◯	◯	◯	◯	◯
48) It is difficult for me to make any decisions.	◯	◯	◯	◯	◯
49) I know how to keep quiet even at hard conditions.	◯	◯	◯	◯	◯
50) Nothing makes me happy.	◯	◯	◯	◯	◯
51) I know what my feeling is.	◯	◯	◯	◯	◯

Items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
52) I have deep imaginations and dreams.	◯	◯	◯	◯	◯
53) I have good relations with others.	◯	◯	◯	◯	◯
54) Usually I expect to have happy ends for my problems. But sometimes it is not the case	◯	◯	◯	◯	◯
55) I am satisfied of my body and appearance.	◯	◯	◯	◯	◯
56) I am a non-patient person.	◯	◯	◯	◯	◯
57) I can change my previous habits.	◯	◯	◯	◯	◯
58) I will escape of hard situations even by ignoring the laws.	◯	◯	◯	◯	◯
59) I am sensitive against others' feelings.	◯	◯	◯	◯	◯
60) I easily explain my thoughts with others.	◯	◯	◯	◯	◯
61) It is hard for me to make a good decision when it is necessary to select the best way.	◯	◯	◯	◯	◯
62) I make jokes with others.	◯	◯	◯	◯	◯
63) I am dependent on others for performing various jobs.	◯	◯	◯	◯	◯
64) It is difficult for me to face with non-pleasant factors.	◯	◯	◯	◯	◯
65) I will accept only those jobs which are pleasant for me as much as possible.	◯	◯	◯	◯	◯

Items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
66) Even at crisis conditions, I know what is happening inside me.	◯	◯	◯	◯	◯
67) I prefer to exaggerate.	◯	◯	◯	◯	◯
68) People believe that I am a social person.	◯	◯	◯	◯	◯
69) I have confidence in my abilities for facing with the most difficult situations.	◯	◯	◯	◯	◯

Items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
70) I am satisfied of my thinking method.	○	○	○	○	○
71) I become angry as worst as possible.	○	○	○	○	○
72) It is usually hard for me to make any changes in my daily life.	○	○	○	○	○
73) I can keep others' respects.	○	○	○	○	○
74) It is hard for me to see disorders of others.	○	○	○	○	○
75) Others believe that I am unable to show my feelings and thoughts.	○	○	○	○	○
76) I try to find possible solutions when face with difficult situations.	○	○	○	○	○
77) I am depressed.	○	○	○	○	○
78) I think I need the help of others more than others to me.	○	○	○	○	○
79) I am anxious.	○	○	○	○	○
80) I have no nice thinking about what I want to do in my life.	○	○	○	○	○

Items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
81) I hardly have a correct understanding of affairs.	○	○	○	○	○
82) I hardly explain my feelings.	○	○	○	○	○
83) I have sincere relations with my friends.	○	○	○	○	○
84) Prior to start of new jobs, I feel that I will fail.	○	○	○	○	○
85) After evaluation my weak and strength points, again I have good feelings.	○	○	○	○	○
86) I easily become angry.	○	○	○	○	○
87) If I have no chance just to leave my country, it is really difficult for me to adopt with new conditions.	○	○	○	○	○
88) I think it is important to respect laws and rules.	○	○	○	○	○
89) I prevent myself not to bother others.	○	○	○	○	○
90) I hardly defend my own rights	○	○	○	○	○

Appendix B: Teacher Job Satisfaction Questionnaire By: Karavas (2010)
Teacher Job Satisfaction Questionnaire
Please tick your degree of satisfaction with each of the statements below.
How satisfying do you find
    1. Highly satisfying 2. Satisfying 3. Neither satisfying nor dissatisfying 4. Dissatisfying
1. The amount of recognition you receive for your efforts from people in your language institution.
2. The amount of recognition you receive for your efforts from your employer/language institution governing body.
3. The amount of recognition you receive for your efforts from parents and your community.
4. The amount of recognition you receive for your efforts from your students.
5. Your status as an EFL teacher in society.
6. Your status as an EFL teacher in your language institution.
7. The image of EFL techers as portrayed in the media.
8. The way that educational professional associations work for the betterment of your profession.
9. The way that governments work for the betterment of your status.
10. The range of professional in-services courses/programs/support offered to EFL teachers.
11. Your salary.
12. Your opportunities for promotion or advancement
13. The physical working environment of your language institution (infrastructure, resources etc.).
14. Your benefits (holidays, ed cational leaves etc.).
15. Your official working hours (in terms of quantity)