



The Relationship between Emotional Intelligence and Personality Features with Job Satisfaction Status of Male Junior High School Teachers in Islamshahr City

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ABSTRACT: The present research was conducted to determine the relationship between the Emotional Intelligence and Personality Features with the Islamshahr boy junior high school teachers' job satisfaction. The statistical population of the current study included all teachers of boy junior high schools from Training and Education Organization at Islamshahr City in academic year 2011-12. 140 participants, who had been elected through multistage cluster sampling technique, were involved in the given research. The research measurement tools comprised of Bradberry and Greaves' Intelligence Questionnaire including four components (self-consciousness, self-management, social awareness, and relation management), NEO Personality Inventory with five components (psychoneurosis/ neuroticism, extraversion, openness (to experience), agreeableness, and conscientiousness), and Herzberg's Job Satisfaction Questionnaire with two components (hygienic factors and motivational factors). Through conducting Pearson's correlation test and Regev seven multiple models, results of the statistical analysis showed that there is a significant relationship between three emotional intelligence and personality features with job satisfaction variables. Also, some components of emotional intelligence and personality features can predict the job satisfaction and its components.

Keywords: Emotional Intelligence, Personality Features, Job Satisfaction, Teachers, Junior High School

ORIGINAL ARTICLE

INTRODUCTION

To achieve the highest level of possible or optimal productivity is the foremost objective in any organization. The efficient factors in productivity include capital, tools, working methods and manpower. Doubtlessly, skillful and efficient workforce is one of the paramount tools to achieve organizational goals since manpower play a crucial role in increase or reducing organizational productivity (efficiency). In other words, if an organization has the maximum amount of capital with technology and facilities at highest level but lacks productive and motivated workforces, then it could not achieve its objective (Mahdad, 2006).

Certainly, Human Resources may be deemed as the most complicated, crucial and technological sources in a certain organization. Today, as we observe how scientific and technological may contribute to us in identifying human's organism and physical body including personality dimensions of human; however, what may remain always ambiguous for us all the times is to emerge individuals' behaviors and spiritual and mental states that could be shown by them within different conditions and situations (Saatchi, 2003).

Hevy et al. (2005) argue that in order to be effective, first of all, any organization should be able to adopt its best sources rather than adaption to changing environment and coping with any problem and at the same time tackle with the external threatening forces successfully and lead its powers

toward organizational main goal and develop them by keeping its abilities and resistances or in other words it should possess organizational health. But health of personnel, who constitute mental climate of an organization, is one of the foremost factors in organizational health.

Meaning of Mental Health is one of the essential concepts and it is discussed frequently in human's complex world and it has been always dated from age of life in history. Health is a quality of life that is defined difficult and measurement of this quality is really almost impossible. According to definition made by World Health Organization (WHO), from the best view, Mental Health denotes a reliable and perfect status which lacks any symptom and it is the presence of health signs with subjective, mental and social dimensions. Nevertheless, mental health not only takes lack of mental illness into consideration, but also refers to functionalism to some level where the person is at ease with oneself and his/ her life style without problem. Problems of mental health, which reflect individual failure in coping with his/ her problems and surroundings, may be due to emerging of incompatible reactions in any field of human's four wide functionalism domains i.e. social welfare, emotional behavior, and health and job-related subjects (Bakhtiarpour, 2001).

Health, well-being, welfare or what beyond lack of damages, difficulties, illnesses, pains and discomforts are the best bounties given to humans.

Health has been known as a human right and one of social goals throughout the world and it is vital for meeting essential needs and improvement of human's quality of life and it should be available for all humans (Gharibi, 2001).

Thus, those ones are healthy, who are strong and possess the needed skills to cope with life challenges. Paying attention to people's mental health is one of the important issues regarding enablement of individuals. Signs of mental health are: 1) independence at reasonable level, 2) self- reliance, 3) self- direction, 4) ability to do tasks in a certain job, 5) ability to assume a responsibility and making effort for the given task, 6) reliability or consistency, 7) persistence, 8) ability to cope with, cooperation and interaction with others, 9) ability to work with/ or under supervision of a competent person (sponsor), ability to observe regulations and tolerance against work difficulties, 10) ability to display friendship and love, 11) ability to present and receive love and affection, 12) ability to tolerate others and failures, 13) ability to participate in works along with others, 14) to possess sense of humor, 15) ability to go beyond oneself, altruism and self- sacrifice, and 16) ability to enjoy amusement and recreation. (Campbell, 1981; Quoted from Saatchi, 2010).

Accordingly, it may be implied that mental health means a status in which a person has been adapted to different dimensions of his/ her life and has a proper comprehension toward realities and may adapt oneself to life stresses and failures by means of logical and successful method (Beach, 1975; quoted by Saatchi, 2010).

Therefore, researchers of organizational behavior should consider the relationship between human's abilities like emotional intelligence, persistence, tolerance and interpersonal relations, self- efficiency, skills to cope with stress, decision making and health consequences in work environment by focusing on health model such as well- being and job satisfaction in order to modify research model within occupational health domain (Macik- Fery et al., 2007).

Some of mental health signs are social efficient skills, the existing constructive social relations and communications, cooperation, adaptation, presence of tackling effective strategies and having internal enabling features or internal sources of power. Among them, internal enabling features constitute the basis of adaptive social life for the person (Stewart, Reid and Mangham, 1997). Emotional intelligence is of internal enabling features (interpersonal sources).

Emotional intelligence is one of those factors that affect essentially on organizational behavior of any person. For the first time in 1990, concept of

emotional intelligence was purposed by Peter Solovey and John Mayer so that it denotes that emotional intelligence is a type of processing of emotional information including proper evaluation of one's emotions and others', appropriately expression of emotions and feeling adaptive regulation (Mayer et al. 1993; quoted from Nasrollahpour, 2007).

From view point of Mayer and Solovey, emotional intelligence is not exclusively a positive feature but it includes a group of rational ability and distinct emotions while in comparison with social intelligence, it pays more attention to emotional essential subjects and meeting personal and social problems of individuals. Persons, with emotional intelligence at high levels, may differ from other people in having more satisfaction with life, exploitation from familial environment, and sharing emotions with other surrounding people and they are usually orderly, warm-hearted, motivated and optimist persons (Mayer et al. 1993; quoted by Nasrollahpour, 2007).

Emotional intelligence reflects ability in those individuals, who are adequately skillful in getting along with people. Emotional intelligence is a flexible skill that is easily learned. The person, who was born without emotional intelligence, may also create emotional intelligence for himself/herself (Bradberry et al., 2005; Translated by Ganji, 2009).

Manpower is the foremost factor toward achieving the given goals in development planning and in this course, raising this question is necessary to recognize human behavior that why people are different. It is obvious that individual differences may cause some discrepancies in human behavior and human's personality is the first origin among these advantages. Thus, recognizing characteristics, abilities, disabilities, attitudes, feelings as well as comprehension of his behaviors and predication of his performances have been considered by scholars in the field of training and education for long period of time.

Paying attention to dimensions of individuals' personality in the organization is one of the subjects that may contribute to organizations in achieving productivity. But on some occasions, personality of individuals is so complex and unknown that one could suffice with purposing some assumptions and probabilities (Mosleh, 1995).

Personality is a group of consistent and unique features that may vary in response to different situations (Schultz et al., 1998; Translated Seyed Mohammadi, 2005). Personality is a mask or disguise that put by someone on his/ her face in order to adapt to environment, which is in fact a type of performance on life science (Izadi, 1972; quoted by Karimi, 2001).

Although, with reliance on researches and the conducted studies researchers have always purposed several important theories in personality dimensions in order to identify better human's complicated elements, but they never managed to express it as 100% scientific proved rule since they have obtained very different results in various times and places (Saatchi, 2003).

If some appropriate conditions are provided in an organization where its personnel can show their behavioral and emotional adaption to the given organization at highest level and they can adapt themselves according to human conditions of the working environments and in order to be satisfied with their own action and experience feeling of well-being with respect to their personality features then it may be said mental health has been met in the given organization. Unless, management of the organization should inevitably be responsible for coordination of activity of the personnel, who are disappointed, bothered, anxious and depressed. Alternatively, achieving the highest productivity is possible in such conditions where organizational personnel possess mental health adequately and mental stress caused by their work environment, is minimized (Saatchi, 2003).

The importance of this subject is due to this fact that job is the central core of identity in adult person and job satisfaction is also considered as the predicator factors for human life span (Kaplan et al., 2003; Translated by Pourafkari, 2003).

Job satisfaction is a phenomenon that exceeds from organizational border and its effects are also seen in personnel's private life and outside organization. Due to working in a certain job it is possible to create some different statuses within personnel so with respect to importance of job satisfaction; researchers have tried to identify its effective factors among of which the impact of personality and emotional intelligence features on job satisfaction has been considered by researchers. When personnel are satisfied with their own job such condition may cause them to make effort for doing their job with more motivation and interest (Shirazi, 2003).

From viewpoint of many researchers, job satisfaction is one of those concepts that psychologists and experts in the field of organizational behavior and management have studied them and it has been considered one of foremost researching subjects. On the one hand, importance of job satisfaction is due to a role which may play in organizational progress as well as health of workforce; and on the other hand, it is because of this point that rather than several and often complex definitions and concepts, it is the cross point as well as common structure for many scientific

fields such as psychology, sociology, management and even economics and politics.

Job satisfaction is an action out of coordination among personnel's occupational requirements and values and work reinforcement system. Overall, job satisfaction is the difference among what a person has versus what the person wants to have (Gatti, 1989; quoted from Khorshidi, 2010).

Job satisfaction is considered as the foremost factor in the field of organizational behavior that may essentially affect on occupational quality and efficiency of personnel. On the other hand, personality features of personnel affect on their occupational performance while personnel's occupation and the organization where they are employed, in turn, are effective on their personality features as well.

In an investigation into the relation between occupational attitudes and personality, Hill (2002) concluded that job satisfaction and occupational commitment are related to neuroticism (psychoneurosis) and extraversion.

Emotional intelligence is also one of the very important internal factors in humans that is typically led to their emotional adaptation to job and employment conditions and gives them ability to use the emotions properly in workplace so if they are adopted properly these emotions it will be led to creation of job satisfaction in personnel.

Also in another study under title of "Relationship among emotional intelligence, work technique and outcomes", Carmeli (2003) concluded that top managers with higher emotional intelligence might be satisfied more with their job.

Dong et al. (2006), in a study called "Emotional intelligence and trust and job satisfaction", showed that it is further possible for the personnel with higher emotional intelligence to be more satisfied with their jobs and more likely the personnel with higher trust on others might have further job satisfaction.

Sy et al. (2006) in review of the relationship among personnel and manager's emotional intelligence with job satisfaction and performance, found that personnel's emotional intelligence is positively related to their job satisfaction and performance and such relation is more significant for managers.

In a study, Adeyemo (2008) reviewed the balancing impact of emotional intelligence on relationship among job satisfaction and organizational commitment and showed that job satisfaction affects significantly on organizational commitment. Similarly, emotional intelligence may balance relationship among job satisfaction and organizational commitment.

Salami (2008), in an investigation, reviewed the relationship between demographic features, emotional intelligence, outstanding occupational role, motivation and job satisfaction on organizational commitment and indicated that the aforesaid factors affect on organizational commitment significantly.

Despite of several investigations on emotional intelligence and personality features, very few studies have been carried out about the interaction among these two variables with job satisfaction. Given that review of different effective factors on personnel separately may not interpret the effective factor on personnel's job satisfaction so it requires conducting a study on mutual interaction among the given effective factors. Thus, the present study is intended to explore the relationship among emotional intelligence and personality features with teachers' job satisfaction.

MATERIALS AND METHODS

Method of this study is of correlation type and its statistical population included all teachers of boy junior high schools from Islamshahr city in academic year 2011-12. Among 230 teachers, 140 were elected by means of multistage cluster sampling technique. Consequently, first among 29 boy junior high schools, 14 schools with 10 teachers from any school were chosen and at last 140 participants were characterized as sample group. This quantity has been computed based on Morgan Sample Size Table (Kerstiensen, Transl. Delavar 2008, p 406) and through considering loss rate among testees. Research tools of this study are included three tests:

1. Bradberry and Greave Emotional Intelligent Measurement Test (2005): This test includes 28 questions in which it measures four components of self-consciousness (Qs 1-6), self-management (Qs 7-15), social-awareness (Qs 16-20), and relation management (Qs 21-28). Validity of this test was calculated by Ganji (2005) via test-retest technique as 0.89 in a 36 member group. Reliability of emotional intelligence questionnaire was computed by means of Cronbach Alpha Coefficient. These values were obtained as 0.911 for total questionnaire, 0.873 for self-consciousness, 0.937 for self-management, 0.898 for social awareness, and 0.941 for relation management. Results of Cronbach's Alpha show that the given questionnaire has an acceptable internal consistency.

2. NEO Personality Inventory (1986) : This test comprises of 60 questions where five components of variable psychoneurosis (neuroticism) are measured based on questions (1, 6, 11, 16, 21, 26, 31, 36, 41, 46, 51, 56), extraversion variable according to questions (2, 7, 12, 17, 22, 27, 32, 37, 42, 47, 52, 57), invariable openness to experience based on questions (3, 8, 13,

18, 23, 28, 33, 38, 43, 48, 53, 58), agreeableness according to questions (4, 9, 14, 19, 24, 29, 34, 39, 44, 49, 54, 59), and conscientiousness (5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60). Validity of this test was measured by Mollazadeh (2002) via test-retest technique within 37 days about 76 participants from control group respectively as (0.83), (0.78), (0.73), (0.79), and (0.85) obtained for components of personality features. Reliability of NEO Personality Inventory was computed via Cronbach's Alpha Coefficient. These values were obtained as 0.813 for total inventory, 0.872 for neuroticism, 0.816 for extraversion, 0.833 for openness to experience variable, 0.763 for agreeableness, and 0.681 for conscientiousness. The results of Cronbach's Alpha test indicate that the given questionnaire has a reasonable internal consistency.

3. Herzberg's Job Satisfaction Test (1966):

This test consists of 36 questions where it measures two components of motivational factors (internal factors according to Qs 1-17) and hygienic factors (external factors based on Qs 18-36). Validity of this test has been standardized by Fathabadi (1999) as 0.94 in Iran.

Validity of all three measurement tools has been obtained by means of Face Validity method (approved by 15 experts) and reliability of all of three devices was calculated via Cronbach's Alpha coefficient where these values were respectively obtained as 0.91 for emotional intelligence questionnaire, 0.81 for personality features, and 0.95 for job satisfaction. Reliability of job satisfaction questionnaire was computed by Cronbach's Alpha coefficient. The values of total reliability were 0.951 for job satisfaction, 0.89 for motivational dimension, and 0.92 for hygienic dimension. The resulting outcomes show that this questionnaire has an acceptable internal consistency.

Data were analyzed by means of SPSS software and through application of statistical models like correlation coefficient and multivariate regression

RESULTS

According to Table 1, the maximum frequency of personnel in terms of work background belongs to employees with 11-20 years (48.6%) as working service than then this is respectively ranked to personnel with 21-30 (30%) and then 1-10 years (21.4%) work background. Based on Table 2, the maximum frequency values in terms of education degrees are respectively related to BA degree (or 56.4%), AA degree (40%), MA and higher degrees (2.1%), and then high school diploma (1.4%). Table 3 indicates mean data, standard deviation, kurtosis and skewness. With respect to those data it can be concluded that data distribution is not normal. In order to examine major

hypothesis and minor hypotheses, Pearson Correlation Test and Multiple Regressions were used so the results are given in the following.

The Major Hypothesis of Study: There is relationship among emotional intelligence and personality features with job satisfaction in teachers.

General Hypothesis 1: There is relationship among emotional intelligence and job satisfaction in teachers.

With respect to Table 4, the results show that correlation coefficient among emotional intelligence, as a predictor variable, and job satisfaction as criterion variable ($r=0.44$) is significant at confidence level 0.01. Namely, the higher emotional intelligence someone has, the greater degree of job satisfaction he/ she will have and with respect to determination coefficient, emotional intelligence may interpret 19.7% of job satisfaction.

General Hypothesis 2: There is relationship among psychoneurosis and job satisfaction in teachers.

With respect to results of Table 4, correlation coefficient among psychoneurosis, as a predictor variable and job satisfaction as a criterion variable ($r= -0.33$) is significant at confidence level 0.01. In other words, the higher psychoneurosis exists in someone, the lower degree of job satisfaction he/ she has and with respect to determination coefficient, psychoneurosis may interpret 10.89% of job satisfaction.

General Hypothesis 3: There is relationship among extraversion and job satisfaction in teachers.

With respect to Table 4, the results indicate that correlation coefficient among extraversion as a predictor variable and the criterion variable i.e. job satisfaction ($r=0.35$) at confidence level 0.01. That is, the greater degree of extraversion exist in a person, he/ she will have job satisfaction at higher level. Given that determinant coefficient, extraversion may interpret 12.25% of job satisfaction.

General Hypothesis 4: There is relationship among openness to experience and job satisfaction in teachers.

With respect to Table 48, the results show that correlation coefficient is not significant among openness to experience and job satisfaction variables ($r=0.084$). And there is no relation among openness to experience and job satisfaction.

General Hypothesis 5: There is a relationship among agreeableness (agreement) and job satisfaction in teachers.

With respect to Table 4, the given results indicate that the correlation coefficient among predictor variable i.e. agreeableness and job satisfaction as criterion variable ($r=0.27$) at confidence level 0.01. Namely, the higher degree of agreeableness

exists in a person; he/ she will have job satisfaction at higher level. And with respect to determinant coefficient, agreeableness can interpret 7.29% of job satisfaction.

General Hypothesis 6: There is a relationship among conscientiousness and teachers' job satisfaction.

With respect to Table 4 the results indicate that correlation coefficient is significant at confidence level (0.01) among conscientiousness as predictor variable and criterion variable i.e. job satisfaction ($r=0.38$). That is, the higher conscientiousness exists in a person; he/ she will have job satisfaction at greater level. Given that determinant coefficient, conscientiousness can interpret job satisfaction at level 14.44%.

Minor Hypothesis 1: There is relationship among self- consciousness and teachers' job satisfaction.

The results from Table 4 indicate that there is a positive relationship among self- consciousness (predictor variable) and job satisfaction (criterion variable) ($r=0.28$). This relationship is statistically significant at confidence level (0.01). With respect to determinant coefficient, self- consciousness may interpret job satisfaction at 11.56%.

Minor Hypothesis 2: There is a relationship among self- management and job satisfaction in teachers.

The results of Table 4 show that there is a positive relationship among self- management as predictor variable and criterion variable i.e. job satisfaction ($r=0.34$). This relationship is statistically significant at confidence level (0.01). With respect to determinant coefficient, self- management may interpret 11.56% of job satisfaction.

Minor Hypothesis 3: There is relationship among social awareness and teachers' job satisfaction.

The results from Table 4 show that there is a positive relationship among social awareness (predictor variable) and job satisfaction variable (criterion variable) ($r=0.36$). This relation is statistically significant at confidence level (0.01) and with respect to determinant coefficient; social awareness can interpret job satisfaction at level 12.96%.

Minor Hypothesis 4: There is relationship among relation management and teachers' job satisfaction.

The results from Table 4 show that there is a positive relationship among predictor variable i.e. relation management and job satisfaction as criterion variable ($r=0.36$). But this relation is statistically significant at confidence level 0.01. And by considering determinant coefficient, relation management may interpret job satisfaction at level 12.96%.

Minor Hypothesis 5: Among emotional intelligence and its components with Big Fives of personality features which one can predict job satisfaction better? In multivariate step-wise regressive analysis, emotional intelligence interpreted variance of job satisfaction up to 19.7% at first step

and then conscientiousness entered into regression equation and it interpreted job satisfaction at level 3.4%. Since other variables could not predict job satisfaction so they exited from regression equation. Thus, emotional intelligence and conscientiousness are able to predict job satisfaction.

Table 1. Frequency distribution and percentage of marital and single statuses in research sample

Statistical Parameter	Frequency	Percentage
Gender		
1-10 Years	30	21.4
11-20 Years	68	48.6
21-30 Years	42	30
Total	140	100

Table 2. Frequency distribution and percentage of sample group based on educational degree

Statistical Parameter	Frequency	Percentage
Education		
High school Diploma	2	1.4
Associate's Degree	56	40
Bachelor's Degree	79	56.4
Master's Degrees & Higher	3	2.1
Total	140	100

Table 3. Test data description of emotional intelligence, personality feature, and job satisfaction and their components

Variables Parameters	Mean	Standard Deviation	Skewness	Kurtosis
Emotional Intelligence	125.37	14.57	-0.74	1.19
Self- Consciousness	28.01	4.08	-0.87	1.58
Self- Management	38.28	5.43	-0.08	-0.29
Social Awareness	22.53	3.68	-0.72	0.71
Relation Management	36.55	5.88	-0.92	1.41
Psychoneurosis	19.76	6.16	-0.14	0.059
Extraversion	29.92	5.09	-0.62	0.51
Openness to Experience	27.05	4.08	0.05	-0.66
Agreeableness	30.15	5.91	-0.42	0.18
Conscientiousness	34.96	7.34	-0.25	-0.75
Job Satisfaction	166.45	46.25	-0.38	-0.64
Motivational Factors	81.59	23.78	-0.45	-0.59
Hygienic Factors	84.83	25.12	-0.15	-0.37

Table 4. Correlation matrix among predictor and criterion variables (n=140; * p=0.05; **p=0.01)

Variable	1	2	3	4	5	6	7	8	9	10
Job satisfaction	1									
Motivational factors	0.94**	1								
Hygienic factors	0.95**	0.79**	1							
Psychoneurosis	-0.33**	-0.29**	0.34**	1						
Extraversion	0.35**	0.37**	0.30**	-0.44**	1					
Openness	0.084	0.09	0.07	-0.42**	0.23**	1				
Agreeableness	0.27**	0.27**	0.25**	-0.51**	0.47**	0.39**	1			
Conscientiousness	0.38**	0.40**	0.32**	-0.46**	0.51**	0.36**	0.32**	1		
Emotional intelligence	0.44**	0.45**	0.39**	-0.38**	0.33**	0.49**	0.44**	0.19*	1	
Self-Consciousness	0.28**	0.30**	0.24**	-0.23**	0.21*	0.36**	0.31**	0.15	0.78**	1
Self-management	0.34**	0.33**	0.31**	-0.36**	0.18*	0.32**	0.24**	0.13	0.73**	0.34**
Social Awareness	0.36**	0.36**	0.32**	-0.35**	0.33**	0.41**	0.35**	0.21*	0.72**	0.52**
Relation Management	0.36**	0.38**	0.32**	-0.23**	0.31**	0.42**	0.39**	0.11	0.84**	0.51**

Table 5. Multivariate step-wise predictor regression for job satisfaction

Step	R	R ²	B	Beta	T	t (Significance level)
1	0.44	19.7	1/41	0.44	5.81	0.0001
2	0.48	23.1	1/34	0.21	2.47	0.015

Step I: Emotional intelligence, Step II: Emotional intelligence and Conscientiousness

DISCUSSION

Research findings indicate that emotional intelligence has positive significant relationship with teachers' job satisfaction. Namely, the more emotional intelligence exists in someone, the higher job satisfaction he/ she will have. Similarly, there is a direct relationship among self- consciousness, self- management, social awareness and relation management with job satisfaction in teachers. Therefore, the higher level of self- consciousness, self- management, social awareness and relation management exists in a person; he/ she will possess greater level of job satisfaction. These findings are complied with the results in the following studies.

In an investigation into the relationship among emotional intelligence and job satisfaction in nurses, Haj Rahmani (2007) concluded that there is a positive and significant correlation among emotional intelligence with job satisfaction as well as among job satisfaction and five components of emotional intelligence.

Similarly by aiming at review the impact of role of emotional intelligence on personnel's performance from Mellat Banks, ArdakaniSabet (2010) showed that emotional intelligence, self- consciousness, self- management, social awareness, social management might affect on occupational performance of personnel Mellat Banks. Regarding emotional intelligence, self- consciousness and social awareness variables had the highest and lowest priorities respectively in this component.

Intended to examine the relationship among emotional intelligence and job satisfaction among personnel of Training and Education Organization (TEO), Omidpanah (2008) indicated that there is relationship among emotional intelligence and job satisfaction. At the same time, there is a relation between two components of emotional intelligence i.e. self- consciousness and social awareness at confidence level 0.99

Regarding the relationship among emotional intelligence and job controlling source with job satisfaction in school teachers, Hassankhoei (2006) showed that emotional intelligence is related to job satisfaction. According to results of this study, one could adopt emotional intelligence skills in order to increase job satisfaction within educational and counseling environment.

In a study on the relationship among emotional intelligence and job satisfaction and organizational behavior, Afkhami (2007) indicated that no relationship might exist among emotional intelligence and job satisfaction. But, emotional intelligence may be related directly to job satisfaction for personnel with master's degree and higher.

Studies carried out by Emmerling and Golman (2003) suggest that compared with emotional intelligence, rational intelligence is better predictor for individual's action and performance.

In Hong Kong, Wong and Low (2002), in their study on impacts of emotional intelligence in their superior and the subordinates on occupational performance, job satisfaction, organizational commitment and tendency to quit service, indicated that there is a significant relationship among job satisfaction and emotional intelligence.

The results of this study do not correspond to the following researches:

In another study on the relation between demographic features, emotional intelligence and its components (self- consciousness, self- management, social awareness, and relations management) Salami (2008) has examined the outstanding role of work, motivation and job satisfaction on organizational commitment and job satisfaction in laborers and concluded that all of the aforesaid factors might affect significantly on organizational commitment and job satisfaction.

Similarly, findings from the present study suggest that psychoneurosis is negatively related to teachers' job satisfaction. Namely, the higher amount of psychoneurosis exists in any person; he/ she will have job satisfaction at lower level. Nevertheless, extraversion and conscientiousness are related to teachers' job satisfaction. In other words, the higher amount of extraversion and conscientiousness exists in someone; he/ she will have higher level of job satisfaction; while there is no relationship among openness to experience and rate of job satisfaction in teachers.

Also, review of the relationship among job satisfaction and personality features as well as its minor goals and study on personality structure and also job satisfaction in personnel, Farrokhi (2006) showed that there is a negative significant relationship among personnel's job satisfaction and psychoneurosis as a

personality feature. At the same time, personnel's job satisfaction and their personality features of extraversion, agreeableness, and well-being have positive significant relation with personnel's conscientiousness.

In a study that was intended to review the relationship between personality features with personnel's job satisfaction, Azadmanesh (2010) came to the following results. There is significant correlation between all personality features with job satisfaction in personnel. It may be implied that the correlation coefficient is negative among psychoneurosis as a personality feature with job satisfaction while the correlation coefficients are positive between personality features of extraversion, well-being, agreeableness and responsiveness with job satisfaction.

Aiming at review of the relationship between personality features and job satisfaction within different occupational fields in USA International University, Hunter (1998) showed that there was a correlation between different structures of personality, openness to experience, psychoneurosis, sincerity and satisfaction of personnel with total job satisfaction.

In another study done by Hill (2002) under title of "Occupational attitudes and personality", he came to these results that job satisfaction and occupational commitment are related to psychoneurosis, extraversion, and conscientiousness while it has no relation with other personality features (i.e. agreeableness and openness to experience).

Findings of this study indicated that one could predict teachers' job satisfaction based on variables of emotional intelligence and personality features. Consequently, in step-wise multivariate regression, variable emotional intelligence with 19.7% interpretation level and conscientiousness with 3.4% level of job satisfaction variance may predict job satisfaction. Other studied variables could not predict job satisfaction.

This finding is complied with some part of results of study which was done by Dehshiri (2003) in order to review the relationship among emotional intelligence and time management with teachers' job satisfaction. The results showed that emotional intelligence and time management might significantly predict job satisfaction and among emotional intelligence components, self-management, sympathy and self-consciousness variables play significant role in prediction of job satisfaction.

As it shown in study results, teachers with higher emotional intelligence further tends to have job satisfaction at higher levels since in evaluation and regulation of their certain emotions toward other personnel, they have less adaptive emotional

intelligence (Sy, 2006). Emotional intelligence may create a pleasant and favorable work environment and affect on personnel's job satisfaction, efficient management and organizational advancement since high level of emotional intelligence causes improvement in performance, comprehension and strategic recognition and job satisfaction and creates positive role in directions and reduces problems of personnel (Harris, 1995; Proctor and Muller 2000; quoted bySchlekter, 2008).

Results of his study indicated that emotional intelligence is a predictor for job satisfaction since persons with higher emotional intelligence may tend further to select an occupation that is adapted to their needs, values and interests. Such self-consciousness may enable the given person to control others' anger and emotions not to be barriers against path of their own life. With rising awareness, individuals may become more sensitive to symptoms that might damage to performance of their intelligence. Gradual learning of skills to control and reacting properly against feelings and emotions may improve communication in work environment and increase productivity (efficiency) and reduce interpersonal problems.

Results of this study showed that there is a positive significant relationship among emotional intelligence and its components with personality features (and extraversion components, agreeableness and conscientiousness) of teachers with job satisfaction in junior high school teachers and psychoneurosis variable has a negative inverse relation with teachers' job satisfaction while variable of openness to experience is not related to teachers' job satisfaction. The resultant outcomes indicated that teachers with high emotional intelligence will have job satisfaction at greater level. Similarly, the results showed that teachers with self-consciousness, self-management and social awareness at high level and relation management with high quality and also accountable, conscious agreeable, adaptable, and extravert teachers will have further job satisfaction. Thus with respect to theoretical bases of the current study and its findings it may be said that such personnel have a lot of motive for working; work absence and displacement of workplace may be rarely seen in such employees and their performance is at appropriate level; as a result, the organization may approaches closer to its predetermined objectives and efficiency, which is considered as the main goal in any organization, will be improved. Alternatively, by virtue of theoretical bases of this study, since the impacts of job satisfaction may also be seen in individual's private life and outside the organization so personnel with job

satisfaction at higher level will have higher quality of life than others.

With respect to aforementioned issues, it can be concluded that emotional intelligence and personality features highly affect on job satisfaction and eventually satisfaction with life.

In general, as it observed in correspondent findings with the present study, general results suggest that personality features and emotional intelligence of teachers play essential role in their job satisfaction. However, it is possible that some other variables are involved in this regard. Existent nature of teacher and his/ her determinant role in training and education are so important that the effective and efficient progress and education rely on teacher's satisfaction and motive. Therefore paying attention to teachers' requirements, interests, and motives is crucial to achieve training and educational goals. Accordingly, it is suggested to administer and hold several tests to determine and identify some factors like emotional intelligence and personality features rather than knowledge test in employment of the needed workforce. At the same time, it is recommended to hold the related training courses in this regard. Similarly, with respect to impact of counseling on remedy of disorders like psychoneurosis, it is suggested to establish special counseling centers for personnel and their families.

Also it is required Ministry of Education and Ministry of Sciences to formulate fundamental curricula to train emotional intelligence in schools and universities since this measure may duly contribute to mental health of individuals of society and its development and success toward the path before them in the future.

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