

The Relationship between Emotional Intelligence and Job Motivation Levels between High School Teachers of Ghaemshahr City

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Abstract. This study aims to evaluate relationship between emotional intelligence and job motivation levels of high school teachers. The investigation was conducted by descriptive research method (correlation). The statistical population of study consisted of 881 subjects were high school teachers that statistical sample of 308 teachers (135 males and 173 females) were selected randomly. One of the technique of Data collecting of two questionnaires is Bradbury Graves' emotional intelligence questionnaire and the other one is the questionnaire of JML job motivation levels and this has been prepared and translated for the first time. For data analysis, descriptive and inferential statistical methods were used (Univariate regression analysis, the independent t-test, single-group t). Results of regression analysis showed that there is a significant linear relationship between emotional intelligence and job motivation of teachers. Also, significant linear relationship exists between each of the components of emotional intelligence and motivation levels (the amount of work, effort, concentration, enjoyment, intention (to stay in business), improvement, being a volunteer). In dimensions of the amount of work, efforts and being a volunteer there is no significant difference between the men and women in the significant level of 0.05. But, in other aspects and total motivation, there is a difference between men and women ($p < 0.05$). In among emotional intelligence dimensions, just for self-management dimension there was a significant difference between men and women in the significance level of 0.05 but in other dimensions and the total score of emotional intelligence, there is no difference between men and women ($p < 0.05$). Results of analysis of a single-group t also showed that emotional intelligence and its dimensions and job motivation and its dimensions for the teachers are higher than average ($p < 0.05$). Therefore, in terms of results, long-term planning and investment in the education system have been recommended by experienced professionals' aid to promote emotional intelligence level and its trainability to teachers and it was emphasized to identify factors that could provide the basis for the motivation of the this profession.

1. Introduction

These days, one of the most important issues of organizations is that how your employees are motivated to work and be greater productivity. One of the constructive tools used in correct usage of human resource is to make motivation towards work and make direction to healthy motivation. Work motivation is a set of energizing forces that this also comes from the inside and beyond of person's existence and is starter of work-related behavior and determiner of the direction, intensity

and persistence [1]. One of the ways to increase efficiency and productivity in an organization is consideration to human motives and enhance it through emotional intelligence upbringing. Goleman found that roots of success in business comes primarily from a workplace in which governs (key aspects of what he called emotional intelligence) initiation, empathy, adaptability and being satisfied [2]. According to Goleman emotional intelligence has five dimensions: knowing self (self-awareness), managing emotions, self-motivation, recognition of others' emotion (empathy) and setting interpersonal communication. One of the new areas of impacts of emotional intelligence is its effects on human behavior and her/his job position in the workplace [3]. He presents research that shows IQ plays a role only for 4 to 25 percent of a person's career success [4]. In fact, a person's success at work depends on 80 percent of EI and only 20 percent to cognitive intelligence. Vanuyperen also showed that positive, emotional and motive attitude improves people performance [5]. Miller suggested that the four components of competence, empathy, Autonomy and gleare effective to make internal motivation. He also shows that if there exists motivation, individuals will produce more, have less absenteeism, have better problem solving skills, be creative and report more success in the job. Many experts believe that emotional intelligence is one of the latest humans' evolutions and innovations in for understanding of the relationship between human thought and emotion [6].

In addition to cognitive and logical ability and behavioral and professional skills, capability and emotional skills are undoubtedly factors affecting development-oriented job [7]. Johnson & Indvik duration of a research titled "the organizational benefits of emotional intelligence at the managers and employees" obtain a result when there is emotional intelligence, staff collaboration, their motivation, productivity and their income increase [8]. In Cooper's opinion, consideration to the emotions will save time, expand opportunities and concentrate energy for better outcomes [9]. Also Payne mentioned that the above job functions have significantly higher level of motivation for conformity with communication and higher levels of communication skills (empathy, communications management) [10]. Kafetsios et al showed that subcomponent of emotional intelligence, in particular, sense of independence and self-actualization and self-control capacity have a significant role in the prediction of job stress and job satisfaction [11]. Okniska-Bulik conducted a study titled "Emotional Intelligence At Work," the study included 230 doctors, nurses, teachers and administrators and such were concluded that emotional intelligence is a critical factor in determining success in life and mental health [12].

Therefore examination and study of the relationship between emotional intelligence and its relation with job motivation levels and necessary skills training in this context provides a field to improve individuals' working conditions, increase productivity and efficiency and causes to increase the working skills and abilities more and favorable conditions are provided for the promotion and development of individual. Also into highly dynamic and changing world of today business, which is full of ambiguity and uncertainty to managers, who are faced with the challenge of creation of motivation and staff maintenance, will worthily help to this job category to remove potential barriers and make an action for effective recruiting.

Therefore education plays a fundamental role in flow of society affairs and its continuity and survival and educational organizations as the most important organizations are determining the country's future and the most key role in these organizations is devolved to teachers, it seems to be familiar with existing skills in the components of emotional intelligence for teachers is effective to achieve the highest standards of occupational motivation, since the researcher sought to examine the relationship between emotional intelligence and job motivation levels of high school teachers.

2. Methodology

Descriptive research method is a type of correlational research (research agreement). The sample

population consisted of all secondary school teachers who have engaged in activities of the pedagogy that their number is 881 people of which 269 (consisting 151 women and 118 men) were selected based on using table of Krejcie-Morgan(1970) by using stratified random sampling method in terms of gender. Data were collected by using nether technics.

2.1 Standard questionnaire EQ (Bradbury - Garyvis)

In this study to measure emotional intelligence is used standard Bradbury – Grayvis questionnaire [13]. the test contains 28 questions and was designed based on a five-point Likert scale and measures 4 skills, including self-awareness, self-management, social awareness and relationship management. The reliability and validity of this questionnaire have been confirmed in several studies. To determine the reliability of this test, students in undergraduate and graduate curriculums of Islamic Azad University of Roudehen and Saveh Branch have been under study [14]. Reliability coefficients obtained between scores of two runs and for four components consisting of emotional intelligence and total scores (emotional intelligence) as follows:

Table 1: Reliability and validity of emotional intelligence (Bradbury - Grave)

Emotional Intelligence	Relationship Management	Social Awareness	Self - Management	Self - Awareness
0.90	0.76	0.78	0.78	0.73

All values at significant level of 0.99 and the number of subjects in this calculation has been 36, in addition, the test was performed in a group with 284 patients (145 boys, 139 girls) just one time and reliability was obtained 0.88, using Cronbach's alpha for groups of boys and girls and total group. All questions were significantly correlated with the total test. Removing any of inquiries doesn't cause increase of reliability of the test dramatically. All coefficients are significant at the 0.99 level. To determine the validity, this test along with emotional intelligence Bar-on was performed in a group containing 97 people, correlation coefficients was obtained 0.68 and was significant at 0.99 too. The reliability and validity of the test is approved [15].

2.2 Standard questionnaire (Job Motivation Levels)

JML questionnaire is a tool and technique for evaluating job motivation levels and sample assay to measure staffs' internal motivation extent (intrinsic) versus their external motivation this questionnaire was translated using the advisory and guide of faculty dons [16]. The questionnaire of 28 questions (according to the dimensions of job motivation) has been designed in a range of 7-point Likert including work rate, effort, concentration, fun, intention, development and being volunteer. In this study, because of being new issue of job motivation levels and its seven dimensions and the unavailability of the norm history or without it, researcher decided using Cronbach's alpha coefficient to determine the reliability and validity of the results will be described in the following table.

Table 2: Results of reliability coefficient of job motivation levels and it's general state

Component of job motivation	the number of question	sample	Alfa
Level (the importance of working)	4	25	0.7579
Effort and hard working	4	25	0.7862
Concentration (function involving the)	4	25	0.6607
Enjoyment	4	25	0.8261
Intention (to stay in work)	4	25	0.7000

Progress (success)	4	25	0.7316
Being a volunteer	4	25	0.7033
General motivation	28	25	0.7379

Above indicates that the job motivation levels questionnaire has a good reliability and internal consistency and validity. Also in this study, by using viewpoint and guidance from faculty advisors and guide dons and relevant experts test questions were examined and after obtaining their revisory ideas, ambiguities were resolved when it is revealed content validity.

3. Research findings

3.1 Descriptive analysis of data

In descriptive analysis it is paid to present frequency tables in terms of percentage for gender, education, work experience, marital status and employment status in academic courses.

Table 3: Evaluating distribution of demographic variables of the respondents

Variable		number	percentage
gender	woman	173	56.2
	man	135	43.8
Marital statuses	married	298	96.8
	single	10	3.2
Career Experience	Less than 10	26	8.4
	10 to 15	49	15.9
	15 to 20	11	36.0
	More than 20	122	39.6
education	Diploma	6	1.9
	Junior College Diploma	6	1.9
	BA	240	77.9
	MA	52	16.9
	PHD	4	1.3
	Total	308	100.0

3.2 Inferential analysis of data

To further investigate the relationship between emotional intelligence and job motivation and its levels, the method of linear regression was used that the results are shown in Table 4.

Table 4: Evaluating linear relationship between emotional intelligence and job motivation and its levels

Variable	The correlation coefficient	The coefficient of determination	Statistical F	Critical F	Degree freedom	Probability value	Significant level
Job Motivation	0.458	0.210	81.128	3.87	(1, 306)	0.000	0.05
The amount of work	0.372	0.138	49.124	31837	(1, 306)	0.000	0.05
Diligent	0.392	0.154	55.624	3.87	(1, 306)	0.000	0.05

concentration	0.363	0.132	46.573	3.87	(1, 306)	0.000	0.05
Enjoyment	0.368	0.135	47.924	3.87	(1, 306)	0.000	0.05
intention	0.320	0.103	34.978	3.87	(1, 306)	0.000	0.05
development	0.429	0.184	69.129	3.87	(1, 306)	0.000	0.05
Being volunteer	0.420	0.177	65.643	3.87	(1, 306)	0.000	0.05

From examining tables can be seen the correlation value is equal to 0.458 and the coefficient of determination is equal to 0.210 which indicates that 21% of the variability of variable is explained by EI. Results of regression test showed that correlation obtained between emotional intelligence and job motivation is significant at the significance level of 0.05; therefore, we can conclude that a significant linear relationship exists between emotional intelligence and job motivation. Also according to the table, we can conclude that a significant linear relationship exists between emotional intelligence and job motivation levels including work rate (49.124), attempts (55.624), concentration (46.573), enjoyment (47.942), intention (34.987), development (69.129) and beingvolunteers (65.643).

To evaluate high school teachers' job motivation levels and emotional intelligence in terms of gender, t-test were used results are shown in Tables 5 and 6.

Table 5: Difference in motivation levels according to gender

Variable	gender	The number	Average	standard deviation	Statistic T	Freedom degree	The probability
The amount of work	woman	173	22.38	4.201	1.299	306	0.195
	man	135	21.76	4.192			
Effort	woman	173	24.61	3.435	1.285	306	0.2
	man	135	24.1	3.467			
concentration	woman	173	22.44	3.92	2.036	306	0.043
	man	135	21.5	4.105			
Enjoyment	woman	173	24.12	4.347	3.02	306	0.003
	man	135	22.53	4.871			
intention	woman	173	22.86	4.104	3.444	306	0.001
	man	135	21.14	4.617			
Development	woman	173	23.1	3.835	3.072	306	0.002
	man	135	21.67	4.251			
Being volunteer	woman	173	23.8	3.621	1.588	306	0.113
	man	135	23.16	3.462			
motivation	woman	173	163.31	22.709	2.797	306	0.005
	man	135	155.85	23.863			

From evaluation of levels of job motivation in the above table can be seen in dimensions: amount of work, efforts and being volunteer, there is no significant difference between men and women at significant of 0.05, because the obtained possibility value is more than 0.05 but in other aspects, as well as total motivation can be stated that there are differences between men and women

since probability values are less than 0.05, such as independent-t comparison test.

Table 6: Evaluate differences in levels of emotional intelligence in terms of gender

Variable	gender	number	Average	Standard deviation	Statistic T	Freedom degree	The probability value
Self-awareness	woman	133	84.02	6.428	0.426	306	0.806
	man	135	83.83	6.828			
Self-management	woman	133	66.65	13.081	-3.321	306	0.001
	man	135	71.61	12.871			
Social Awareness	woman	133	77.5	6.904	0.573	306	0.567
	man	135	77.03	7.559			
Relationship Management	woman	133	74.97	10.521	-0.535	306	0.463
	man	135	75.9	11.517			
Emotional Intelligence	woman	133	75.8	7.236	-1.556	306	0.121
	man	135	77.11	7.421			

By considering Table 6 about dimensions of emotional intelligence can be seen only for the self-management level, there is significant difference between men and women at significant 0.05, because the probability value obtained of the comparison t-test is less than 0.05 significant levels. But in other dimensions and also total score of emotional intelligence can be expressed that there is no difference between men and women, because comparable probability values of independent-t comparison test was more than 0.05. To investigate the relationship between the dimensions of emotional intelligence and job motivation levels of high school teachers is the main hypothesis of research, person's correlation coefficient was used that values are given in Table 7.

Table 7: Calculate values of partial correlations between each of the dimensions of emotional intelligence and job motivation

Dependent variables	Amount work	effort	concentration	enjoyment	intention	development	Being volunteer	Total score of Job Motivation
Self-awareness	*0.147	*0.208	0.087	*0.212	*0.172	*0.177	*0.178	*0.213
Self-management	-0.020	*-0.113	-0.014	-0.088	0.042	-0.027	-0.078	-0.050
Social Awareness	*0.142	*0.118	0.024	0.027	0.041	0.106	*0.144	0.105
Management of relationship	*0.197	*0.286	*0.298	*0.298	*0.130	*0.280	*0.290	*0.313

* It is significant at 0.05 levels

The results of the partial correlation examination between the dimensions of emotional intelligence to job motivation in the above table at significance level of 0.05 are as follows.

Partial correlation between the amount of work and, social awareness and relationship management, effort and all dimensions of emotional intelligence, concentration and relationship management, enjoyment and dimensions of self-awareness and self-management, intention and dimensions of self-awareness and relationship management, development and dimensions of self-awareness and relationship management, dimensions of self-awareness and being volunteer, social awareness and relationship management, total score of job motivation and dimensions of self-awareness and self-management is significant.

4. Discussion and conclusion

Emotional intelligence is one of the issues which in recent years has been widely noted by researchers [17]. This intelligence is the "ability to recognize emotions in yourself and others in order to make motivation in yourself and properly manage emotions in yourself and in relationships with others". The existing literatures in the field of emotional intelligence come from clearly that people who have more emotional intelligence will have healthier, happier and more successful life and be more productivity in the workplace [18]. Also being aware of the issues related to employees' motivation and understanding how people behave in the workplace in every organization, is one of the most essential elements of management. Despite the current economic situation and global competition, motivated work force is seen as a sign of excellence. The present study also was conducted to identifying the relationship between emotional intelligence and job motivation levels for high school teachers of Ghaemshahr city

In connection with the general hypothesis of the study (there is a significant relationship between EI and its dimensions with job motivation levels) results showed that partial correlation is significant between the dimensions of emotional intelligence (self-awareness and relationship management) and the total score of levels of job motivation. This thought suggests that the by increase in emotional intelligence (self-awareness and relationship management), also levels of job motivation increase.

The result obtained about the relationship between the management of relationship (social relations and flexibility) and job motivation is consistent with the results obtained by Payne, Johnson, Indvik & Chen and Atashpour et al. Self-awareness component in this study has significant relationship with job motivation is inconsistent with the results of the studies mentioned.

About the lack of correlation between other components of emotional intelligence (social awareness and self-management) with levels of job motivation, the obtained results has been contradiction to the findings of the research Vanperen and Miller and Goleman. Because these investigations of social awareness (empathy) have introduced a factor to increase job motivation, but have been in the same direction as the results of Atashpour et al, thus reducing or increasing did not effect on their job motivation.

Other results of the research hypothesis are consistent with studies of Bardzil & Slaski, Barsad, Hiam, Wong & Law, Hanifi and Rahimi, Gardner & Stough, Holums & Srivastava, Hagighatjou et al, Lyons, Gumora & Arsenio, Jamali et al, Schepman & Zarate, Chiu & Chon, Podsakoff & Mackenzie and Soleymani, Ali Beigi, Zeidner et al and Tee Suan Chin et al [19,20,21,22,23,24,25,26,27,28,29,30,31,32,33,34].

This study showed that there is a significant linear relationship between emotional intelligence and job motivation levels. This suggests that if emotional intelligence increase, job motivation and its level will increase. The role of emotional intelligence is important in the workplace. The more job motivation teacher, the better efficacy the class. Research findings revealed that teachers who are more motivated have higher students' achievement.

Being interested in job and satisfaction of it are positive and pleasure emotions. Consequently, person's evaluation is obtained of the work experience and job [35]. As the present study showed, it is confirmed of this claim that enhancing the skills of emotional intelligence causes increase of measure of motivation levels, career and performance progression and ultimately leads to higher productivity and higher profits that institutions and organizations by using this way can identify reduce incentives of teachers' motivation and to find ways out of this situation.

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