



THE INTERNATIONAL JOURNAL OF HUMANITIES

Volume 25, Issue 4 (2018), Pages 1-111

SPECIAL ISSUE: Teaching English as a Foreign Language

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پرتال جامع علوم انسانی

Job Engagement of Iranian English Language Teachers: Examining the Role of Emotional Intelligence as a Personal Resource

Ahmadreza Eghtesadi Roudi¹, Hengameh Asefi²

Received: 2019/4/26

Accepted: 2019/6/25

Abstract

With the shift of research attention from human malfunctioning to human optimal functioning in the workplace, job engagement which is regarded the opposite of job burnout has attracted researchers' attention in organizational psychology. This exploratory study aimed to investigate the predictive role of emotional intelligence (EI) as a personal resource in determining levels of job engagement among Iranian English language teachers within job demands-resources model (JD-R). To this end, 442 English language teachers who were teaching in both public and private contexts were selected through non-probability convenience sampling and were surveyed regarding their demographic information, the perception of their levels of job engagement and emotional intelligence through a demographic questionnaire, the Utrecht Work Engagement Scale (UWES), and emotional intelligence scale. The results of hierarchical multiple regression analyses revealed that after controlling for the effect of demographic variables, there were significant positive predicting relationships between two emotional intelligence subscales of management of own emotions (MOE) and management of others' emotions (MTE) and job engagement components of vigor, dedication, and absorption. The results imply that training teachers to improve their emotional intelligence can be a strategy to boost their job engagement.

Keywords: Job Engagement; EFL Teachers; Emotional Intelligence; Job Demands-Resources Model

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1. Introduction

The inception of positive psychology led the researchers such as Turner, Barling and Zacharatos (2002) to begin to criticize the inefficiency and inadequacy of the research in organizational psychology for being preoccupied with negative aspects of work and emphasized the necessity for positively oriented research within occupational psychology described as "the study and application of positively oriented human resource strengths and psychological capacities that can be measured, developed, and effectively managed for performance improvement in today's workplace" (Luthans, 2002, p. 59). Consequently, a shift of focus happened in occupational research from human malfunctioning to human optimal functioning in the workplace. This psychological shift from negative work states to positive work states was reflected in the emergence of the construct of job engagement which is regarded as an opposite of burnout (Maslach & Leiter, 1997) within the Job Demands- resources model. This model is a balanced approach to employees' occupational well-being which considers both negative and positive aspects of work (Bakker & Demerouti, 2007). Job engagement is defined as "the positive, fulfilling, and work-related state of mind that is characterized by vigor, dedication, and absorption" (Schaufeli & Bakker, 2004, p. 295), and it reflects the extent to which workers apply their whole selves to their jobs (Owens, Baker, Sumpter, & Cameron, 2016). Vigor is characterized by high levels of energy and enthusiasm, putting one's best effort in one's job eagerly and persistence while encountering difficulties; dedication

refers to perceiving one's job valuable, worthy, encouraging as well as personal identification with one's job and finding it challenging, and absorption is recognized by being intensely and contentedly focused on one's job so that time passes quickly and uncoupling from work seems impossible (Schaufeli, Salanova, Gonzales-Roma', & Bakker, 2002). Job engagement has recently received a lot of research attention because it is believed that problems such as teachers' attrition and their leaving the job are attributable to their low job engagement (Pereraa, Granzierab, & McIlveen, 2018), while high job engagement can enhance workers' efficiency and boost the eventual success of the organization (Tziner & Tanami, 2013).

1.1. Predictors of Job Engagement

Since the emergence of the JD-R model (Xanthopoulou, Bakker, Demerouti, & Schaufeli, 2007a, 2007b) as one of the first fundamental models in searching for potential predictors of job engagement, a large number of studies have helped identify predictors of job engagement within different occupations in different cultures and countries.

According to the JD-R model, environmental determinants of employees' well-being can be classified into two general categories of job demands and job resources (Jackson, Rothmann & Van de Vijver, 2006). Job demands are those physical, social, or organizational aspects of the job that require sustained physical and/or psychological effort and are, therefore, associated with physiological and/or psychological costs and include instances such as role ambiguity,

role overload, emotional demands, mental demands, time constraints, high work pressure, and unfavorable work conditions (Bakker & Demerouti, 2007). Job resources are those physical, social, or organizational aspects of the job that are functional in achieving work-related goals, reduce job demands and the associated physiological and psychological costs, and stimulate personal growth and development (Demerouti & Bakker, 2011; Demerouti, Bakker, Nachreiner, & Schaufeli, 2001; Jackson, Rothmann & Van de Vijve, 2006) and involve examples such as particularly supervisor support, innovativeness, appreciation, and organizational climate (Bakker, Hakanen, Demerouti, & Xanthopoulou, 2007).

Individual predictors of job engagement can be classified into two general groups of personal resources and demographic factors. Personal resources are self-related attributes of people which spring from resilient tendencies within human beings whereby individuals perceive themselves as capable and efficacious enough to influence their environments successfully (Hobfoll, Johnson, Ennis, & Jackson, 2003). It has been argued cogently that positive self-evaluations are strongly related with goal-setting, motivation, performance, job and life satisfaction, career ambition and other desirable outcomes (Judge, Van Vianen, & De Pater, 2004).

Personal resources include different forms of physical resources (e.g. physical skills, health), social resources (e.g. friendships, social support networks), intellectual resources (e.g. knowledge, executive control), or psychological

resources (e.g. self-efficacy, optimism) (Bakker, Tims, & Derks, 2012, Owens, Baker, Sumpter, & Cameron, 2016).

1.2. Consequences of Job Engagement

Many other studies have investigated the consequences of job engagement based on the JD-R model and showed that positive consequences of job engagement include favorable individual-level as well as organizational-level outcomes. For example, some individual-related outcomes of job engagement relates to the potential of job engagement to predict: *Job satisfaction and organizational commitment* (Hernandez, & Guarana, 2018), *Employees' performance* (Bakker, 2009), *Creativity* (Bakker & Demerouti, 2007, 2008), *Proactive work behavior* (initiative behavior and pursuit of learning) (Sonnentag, 2003; Salanova & Schaufeli, 2008), and *Positive works affect* (Sonntag, 2003).

At the organizational level of analysis, elevated levels of work engagement are associated with organizational growth and productivity (Kahn, 1992). Moreover a meta-analysis by Harter et al., (2002) revealed that engagement is closely linked with customer satisfaction, productivity, profitability and safety outcomes; keeping skillful employees; financial returns (Xanthopoulou, Bakker, Demerouti, & Schaufeli, 2009); customer loyalty (Salanova, Agut, and Peiró, 2005), service qualities, and positive corporate image (Durán, Extremera, & Rey (2012); and organizational success, (Bates, 2004; Baumruk, 2004; Harter et al., 2002; Richman, 2006); decreased costs of disengagement and burn out effects

(Wilson, 2009); and finally accelerated achievement of agency goals (Buhler, 2006).

1.3. Necessity and purpose of the research

The potential of different personal factors to influence levels of engagement among teachers has been demonstrated by recent inquiries. For example, Hoy, Hoy, & Kurz (2008) found a significant positive relationship between teachers' optimism, class management, and self-efficacy and their levels of engagement with work. Moreover, the importance of teacher self-efficacy as a crucial factor influencing job engagement has been validated by Salanova, Bakker, & Llorens (2006). However, there seems to be a lack of exhaustive research concerning the impact of personal factors on teachers' engagement. One of these less investigated factors is emotional intelligence.

Likewise, in a longitudinal study by Snarey & Vaillant (1985) the authors reported that cognitive intelligence showed a weak correlation with subjects' personal and occupational success whereas emotional aspects of management of emotions and management of social relations associated with their social and occupational success strongly. Similarly, the results of a study by Rosenthal (1977) revealed that individuals with higher abilities to recognize others' emotions gained more success in their lives and occupations. The results of a study by Duran, Extremera, Rey (2004) proved that repair to moods as a subscale of emotional intelligence was positively associated with all three dimensions of job engagement.

The preponderance of evidence suggests that emotional intelligence has a central role in determining peoples' success in work and

life. For example, the result of a study by Durán, Extremera, Rey, Fernández-Berrocal, & Manuel Montalbán (2006) revealed the unique contribution of emotional intelligence as a personal resource in accounting for engagement variance. Moreover, a meta-analysis of the impact of EI on performance indicates that EI is "the set of abilities (verbal and nonverbal) that enable a person to generate, recognize, express, understand, and evaluate their own, and others' emotions in order to guide thinking and action that successfully cope with environmental demands and pressures" (Van Rooy & Viswesvaran, 2004, p. 72). Additionally, in educational contexts, empirical studies have shown that strategic components of emotional intelligence within the framework of Mayer are crucial elements for teachers' interpersonal relationships. Moreover, emotional intelligence has been established as a determining factor for job satisfaction (Kafetsios & Zampetakis, 2008). Moreover, various research projects (e.g. Momenian, 2009; Pishghadam & Sahebjam, 2012) have shown the relationships between emotional intelligence and burnout which is viewed the opposite end of the continuum of a person's attachment with his job (Kim, Shin, & Swanger, 2009; Leiter & Maslach, 2000). Despite this evidence, there is a paucity of research on the relationship between emotional intelligence and job engagement.

Therefore, this study aims to find answers to the following research questions:

1. After controlling for the effect of demographic variables, can emotional intelligence predict the job engagement of the Iranian language teachers?

2. After controlling for the effect of demographic variables, which component of the emotional Intelligence can better predict job engagement among Iranian language teachers?

3. After controlling for the effect of demographic variables, which component of the emotional Intelligence can better predict vigor, dedication, and absorption of Iranian language teachers?

2. Method

2.1. Participants

The participants comprised four hundred and twenty three Iranian foreign language teachers who were selected through non-probability convenience sampling. Around half of the participants (51%) were school teachers, and the rest (49%) were private language institute teachers. In the sample, 71% were females, while 29% were males. With respect to marital status, 45% were single and 55 % were married. The mean years of experience of the participants was 8.5 (± 7.1) years. The participants were informed of the purpose of the study and informed consents were obtained from them prior to the study. They were also ensured of the confidentiality of their identities.

2.2. Instrumentation

The measuring battery consisted of the Utrecht Work Engagement Scale (UWES) (Schaufeli & Bakker, 2003), Emotional Intelligence Scale (Schutte, Malouff, & Bhullar, 2009), and a demographic questionnaire.

UWES is a 17-item scale which measures three aspects of job engagement, i.e., vigor (6 items), dedication (5 items) and

absorption (6 items) on a seven-point Likert scale which ranges from never (0) to always (6). The self-report questionnaire has proved satisfactory validity and reliability across many studies (Schaufeli & Salanova, 2007). For the purpose of this study, to ensure the full understanding of the participants of the items, the scale was translated into Persian and validated by the researchers through forward-backward translation. In this study, the Cronbach's alpha coefficients of reliability for the whole instrument was 0.94, and for the subconstructs of vigor, dedication, and absorption the Chronbach's alpha coefficients in this study were 0.85, 0.80 and 0.79, respectively.

Emotional Intelligence Scale is a thirty-three item scale developed and validated by Schutte, Malouff and Bhullar (2009) which measures four aspects of emotional intelligence including Perception of Emotions (10 items), Managing Own Emotions (9 items), Managing Others' Emotions (8 items) and Utilization of Emotions (6 items) on a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The scale was translated into Persian and validated through the forward-backward method by Eghtesadi (2011). Regarding the reliability of the Persian version, Eghtesadi (2011) reported the overall reliability of the instrument 0.90. The Cronbach's alpha values for the subconstructs of the EI was found to be 0.75 for the perception of emotions (POE), 0.76 for Managing Own Emotions (MOE), 0.70 for Managing Others' Emotions (MTE) and 0.66 for Utilization Of Emotions (UOE). The Cronbach's alpha reliability coefficients

found in this study were 0.86 for the overall instrument and 0.73 for POE, 0.74 for MOE, 0.70 for both MTE and UOE.

3. Results

A series of hierarchical regression analyses was conducted to answer the three research questions of this study. Demographic variables such as gender, marital status, the context of education and years of experience

were entered in the first blocks of the analyses. Prior to running the hierarchical regressions, preliminary analyses were performed to ensure that the assumptions of normality, linearity, multicollinearity, and homoscedasticity are met and based on these, some outliers were discarded from further analysis for each test. Table 1 and 2 display the results of the hierarchical regressions.

Table 1: Multiple regression for demographic characteristics, emotional intelligence, and subconstructs of EI, and job engagement and its subconstructs

| | Model | R | Adjusted R Square | R Square Change | df | F | Sig. |
|---------------------|---------|------|-------------------|-----------------|--------|--------|------|
| EI → JE | Block 1 | .15 | .025 | 0.15 | 4, 40 | 2.58 | .037 |
| | Block 2 | .49 | .248 | .224 | 1, 40 | 120.81 | .000 |
| Sub-EI → JE | 1 | .16 | .017 | .027 | 4, 40 | 2.79 | .026 |
| | 2 | .56 | .30 | .28 | 4,40 | 42.43 | .000 |
| Sub-EI → Vigor | 1 | .129 | .007 | .017 | 4, 41 | 1.74 | .13 |
| | 2 | .540 | .278 | .275 | 4, 40 | 39.52 | .000 |
| Sub-EI → Dedication | 1 | .169 | .019 | .029 | 4, 40 | 2.98 | .019 |
| | 2 | .501 | .236 | .222 | 4, 40 | 29.85 | .000 |
| Sub-EI → Absorption | 1 | .189 | .026 | .036 | 4, 40 | 3.74 | .005 |
| | 2 | .510 | .245 | .224 | 4, 402 | 30.481 | .000 |

Table 2: Beta coefficients for the multiple regression on demographic characteristics, emotional intelligence and subconstructs of EI, and job engagement and its subconstructs

| | | Beta | t | Sig. |
|-------------------------------|----------------|------|-------|------|
| EI → JE | Marital Status | .14 | 3.02 | .003 |
| | Experience | -.12 | -2.45 | .01 |
| | EI | .47 | 10.99 | .000 |
| EI-Subconstructs → JE | Marital Status | .13 | 2.974 | .003 |
| | MOE | .40 | 7.633 | .000 |
| | MTE | .217 | 3.909 | .000 |
| EI-Subconstructs → Vigor | Marital Status | .095 | 2.061 | .040 |
| | MOE | .397 | 7.345 | .000 |
| | MTE | .270 | 4.785 | .000 |
| EI-Subconstructs → Dedication | Marital Status | .153 | 3.207 | .001 |
| | MOE | .378 | 6.778 | .000 |
| | MTE | .161 | 2.759 | .006 |
| EI-Subconstructs → Absorption | Marital Status | .137 | 2.879 | .004 |
| | MOE | .335 | 6.062 | .000 |
| | MTE | .188 | 3.248 | .001 |

As for the first research question on the ability of emotional intelligence to predict job engagement, as Table 1 displays, demographic variables could explain only about 2% of the variance in job engagement, $F(4,407) = 2.58, p < .05$. After the entry of the emotional intelligence, the model could explain about 25% of the variance (adjusted R^2) and about 23% was explained by emotional intelligence (R^2 change), $F(1, 406) = 120.81, p < .05$. Table 2 further indicates that among the demographic variables, only marital status (Beta = .14, $p < .05$) and experience (Beta = .12, $p < .05$) are significant predictors.

The results of the second hierarchical multiple regression in Table 1 shows that demographic variables could explain 3% of the variance in job engagement, while the second model could explain 30% of the variance and 28% of this was accounted for by the components of emotional intelligence, R^2 change = .28, $F(4, 404) = 42.43, p < .05$. Inspection of Table 2 shows that among the demographic variables, only marital status (Beta = .13, $p < .05$) is a significant predictor, and among subconstructs of emotional intelligence, management of own emotion (Beta = .40, $p < .001$), and management of others' emotions (Beta = .22, $p < .001$) are significantly correlated with job engagement.

As for the ability of subconstructs of emotional intelligence to predict vigor of language teachers, the results of the third hierarchical multiple regression in Table one shows that demographic variables could not significantly predict vigor ($p > .05$) but subcomponents of emotional intelligence

could explain 28% of the shared variance with vigor (R^2 change = .28, $F(4, 407) = 39.52, p < .001$). The data in Table 2 further show that only management of one's emotions (Beta = .40, $p < .001$) and management of others' emotions (Beta = .27, $P < .001$) are significant predictors.

As for the prediction of dedication, Table 1 shows that demographic variables could explain 2% of the variance in dedication ($R^2 = .19, F(4, 406) = 2.98, p < .05$) and subconstructs of emotional intelligence could explain 22% more variance (R^2 change = .22, $F(4, 402) = 29.85, p < .001$). Table 2 also indicates that marital status is the only significant predictor (Beta = .15, $p < .01$) among demographic variables and management of own emotions (Beta = .38, $p < .001$) and management of others' emotions (Beta = .16, $p < .01$) are the subconstructs of emotional intelligence which can significantly predict dedication.

The final hierarchical multiple regression was run to investigate the effect of demographic variables and subconstructs of emotional intelligence on the absorption of Iranian language teachers. The results in Table in show that demographic variables could significantly account for 3% of variance in absorption (adjusted $R^2 = .026, F(4, 406) = 3.74, p < .05$) and subconstructs of emotional intelligence significantly accounted for 22% more variance (R^2 change = .22, $F(4, 402) = 30.48, p < .001$). Table 2 further indicates that marital status was the only significant demographic variable (Beta = .13, $p < .05$), and management of own emotion (Beta = .33, $p < .001$) and management of others' emotions (Beta = .19,

$p < .01$) were the significant subconstructs of job engagements.

4. Discussion

Regarding the effect of demographic factors on job engagement, the related literature reveals that demographic variables have been mainly found to be uncorrelated or weakly related to levels of job engagement (Schaufeli & Bakker, 2003; Schaufeli & Salanova, 2007). In a similar vein, the results of the study revealed that gender was unrelated to subscales of job engagement. This finding is in general consistent with previous empirical research which found either no relationship or very weak links between gender and job engagement. For instance, there is some evidence that gender influenced a marginal difference in vigor and dedication (Mostert & Rothmann, 2006) or job engagement was trivially different between male and female teachers (Schaufeli & Bakker, 2003).

Moreover, the results of the present study revealed that there was no relationship between years of experience and teachers' sense of vigor, dedication, and absorption. This finding is in line with some studies which found similarly no correlation between years of service and engagement (Wilson, 2009). Part of the results of this study also indicated that experience had a trivial negative relationship with the overall sense of job engagement. This is compatible with Ferguson (2007) who reported that years of service are negatively related to work engagement.

Another finding of the study was that context of teaching i.e., school versus language institute had no influence on

teachers' sense of engagement either. This is while the research on burnout which is viewed the opposite of job engagement (???) showed higher levels of burnout among school teachers.

Moreover, it was found that teachers' marital status predicted teachers' dedication with married tuned out to be more dedicated than unmarried teachers, nonetheless the amount of variance accounted for with this demographic variable was too small (one percent) to be practically important. One explanation for this finding as was argued by Bakker & Demerouti (2009); Dikkers, Geurts, Kinnunen, Kompier, & Taris, (2007) and empirically evidenced by Bakker & schaufeli (2003) may arise from the interdependency and mutuality of spouses wellbeing, in a way that the well-being of one spouse will impact the well-being of the other one positively.

The findings of the study as to the predictive role of emotional intelligence as a personal resource in determining levels of engagement among EFL teachers are in line with the previous studies on job engagement in general and engagement studies in educational settings in particular.

Regarding the role of emotional intelligence in predicting job engagement, the finding of the study is consistent in general with the current literature which emphasizes the role of emotional intelligence in predicting occupational behavior (Bar-On & Parker, 2000; Dulewicz & Higgs, 2000; Mayer, Caruso, & Salovey, 2000; Mayer & Salovey, 1997) and superior performance (Brackett & Salovey, 2006; Druskat & Wolff, 2001; Lopes, Grewal,

Kadis, Gall, & Salovey, 2006; Pescuric & Byham, 1996; Spencer, McClelland, & Kelnur, 1997) and in particular with studies that have established the impact of EI on levels of experienced job engagement (Durán, Extremera, Rey, Fernández-Berrocal and & Montalbán, 2006; Durán, Extremera, & Rey, 2004; Gerits, Derksen, Verbruggen, & Katzko, 2005) in educational contexts (Duran et al., 2004).

The mechanism of the impact can be explained drawing on a number of justifications. One possible explanation may be that emotionally intelligent teachers are more likely to develop satisfactory relationships with their students and colleagues which in turn have a considerable impact on teachers work motivation and job engagement. In this regard, it is contended that understanding emotions and managing emotions in both self and others as two fundamental components of emotional intelligence are in close connection with teaching profession as they play crucial roles in the interpersonal relationship (Samanvitha & Jawahar, 2012). Prior research has confirmed the impact of emotional intelligence on the quality of interpersonal relationships in general (Lopes, Brackett, Nezlek, Schütz, Sellin, & Salovey, 2004), and social relations at work empirically (Sy & Cote, 2004). The authors found that the higher emotional intelligence, the more social support, and satisfactory communication were experienced by people. Social support is a complex process of transaction between an individual and the supporting network (Vaux, 1988) and entails different kinds of emotional support, instrumental support, and informational

support (House, 1981). Social support, in turn, leads to employees' well-being. Empirical evidence has endorsed the role of social support, supervisory coaching, and appreciation in engendering job engagement among teachers (Van Horn, Schaufeli, & Taris, 2001). Approvable social relations and social support impact job engagement through a number of processes. First, social support facilitates the reassessment of occupational stress and behaving adaptively (House, 1981). Second, social support provides opportunities for teachers to have more access to additional resources such as related information and helpful feedback from co-workers which have been established as a predictor of job engagement among teachers (Siders, George, & Dharwadkar, 2001). Third, favorable social relations at work have been proved to exert a considerable influence on 'meaningfulness' of work which in turn associates with job engagement (May, Gilson, & Harter, 2004) on the grounds that finding one's work as a meaningful activity satisfies the relatedness needs people possess (Locke & Taylor, 1990). Finally, social relations provide a friendly atmosphere that according to self-determination theory (Ryan & Deci, 2000) fulfills individuals need for a sense of belonging which in its own right enhances people's motivation which is closely intertwined with the concept of job engagement (Schaufeli & Salanova, 2007).

Furthermore, the influence of emotional intelligence on job engagement may be possible indirectly through its impact on preventing burnout among employees. It has been empirically demonstrated that EI as a personal resource impacts the feeling of

burnout negatively (Durán, Extremera, Rey, Fernández-Berrocal & Montalbán, 2006). In a similar vein, Duran, Extremera, & Rey (2004); Gerits, Derksen, Verbruggen, & Katzko (2005) found that a negative relationship existed between EI and burnout syndrome, lower stress at work (Nikolaou & Tsaousis, 2002), and better emotional recovery in stressful situations (Fernández-Berrocal & Extremera, 2006; Goldman, Kraemer, & Salovey, 1996; Salovey, Stroud, Woolery, & Epel, 2002. Reflecting the same concern, Xanthopoulou, Bakker, Demerouti, Schaufeli (2009) have argued for including emotional intelligence training for social workers due to its preventing influence on burnout.

Moreover, the influence of EI on job engagement may be related to its impact on job satisfaction (JS) which in turn is closely related to job engagement (Meyer, Stanley, Herscovitch, & Topolnytsky, 2002). Previous research has provided evidence of the role EI plays in job satisfaction (JS) (Bar-On, 2004; Gardner & Stough, 2003; Tram & O'Hara, 2006). Job satisfaction, in turn, contributes to better performance both qualitatively and quantitatively (Judge, Thoresen, Bono, & Patton, 2001) on the grounds that job characteristics and employees expectations match (Tantiverdi, 2008). Bakker & Oerlemans (2011) echoes the same view and using Diener, Sandvik, & Pavot (1991) definition of wellbeing claim that satisfaction with one's work is greatly likely to result in work-related wellbeing. In support of these arguments, empirical evidence has confirmed the role spiritual intelligence play in satisfaction with job among teachers (Yahyazadeh-Jelouidar

Lotfi-Goodarzi, 2012). According to Holland (1997) categorization of "vocational personalities", teachers belong to "Social type". Social types opt for "activities that entail the manipulation of others to inform, train, develop, cure, or enlighten" (Holland, 1997, p. 24). They are apt to be "agreeable, cooperative, empathetic, friendly, generous, helpful, idealistic, kind, patient, persuasive, responsible, sociable, tactful, understanding, and warm" (Holland, 1997: 25), all qualities associated with high EI. Holland contends that teachers with these capacities tend to be more satisfied with their jobs. In light of this evidence, the findings of the present research suggest that teachers, who possess higher levels of EI, are more likely to be satisfied with their work which is untimely manifested in their elevated levels of job engagement.

5. Conclusion

This exploratory study investigated the overall level of job engagement among EFL teachers in Iran and examined the extent to which demographics of gender, marital status, teaching experience, teaching context, and academic degree and personal the variable of *emotional intelligence* contributes to their sense of engagement. Since the results of the study showed no statistically significant influence for demographic variables, it can be concluded that demographic factors impact job engagement trivially if any. Therefore, it can be concluded that male teachers are as engaged as female ones. Single teachers are as engaged as their married counterparts. High experienced teachers show parallel

levels of job engagement with their moderately or low experienced counterparts. Teachers teaching in schools, institutes, or both of them display similar levels of job engagement and finally all teachers with BA or MA of TEFL or non-TEFL experience analogous levels of engagement with their works. More importantly, the results of the study revealed the role of emotional intelligence as a predictor of job engagement among EFL teachers. Hence, it can be concluded that it should be regarded as a powerful personal resource which impacts teachers' engagement positively. So, in an attempt to promote engagement among teachers, both teacher educators, and school principals should focus on the potential of personal resources in addition to the traditionally dominated area of job resources. Additionally, in the process of building an engaged workplace, administrators should work not only for preventing burnout but also for engagement through appropriate strategies for broadening personal resources such as emotional intelligence and empowering employees.

In view of the fact that teaching is a stressful occupation (Borg & Riding, 1991) due to a large number of job stressors including low income, workload, lack of material resources (Chase, 1986) which predispose teachers to high rates of burnout (Schaufeli & Enzmann, 1998) teachers need to more realistically appraisal their environment (Ornstein & Levine, 2003). So it can be concluded that teachers should possess more of the personal resources of emotional intelligence. And finally, in light of the individual and organizational

advantages of job engagement, educational system should focus more on applicable ways for making their teachers engaged with their work as a means for coping with the demands more efficiently (Schaufeli & Bakker, 2004). As a result, planning for appropriate programs aimed at empowering teachers through enhancing emotional intelligence will result in positive outcomes for both teachers and students.

The findings of this study provide a theoretical framework for understanding the relationships between emotional intelligence and work engagement. Theoretically, the results highlight how important it is for various theoretical models of employees' emotional and motivational well-being including JD-R framework to take into account the crucial role of individual features. Therefore, it is necessary for models to embrace personal resources both in isolation and in combination and in interaction with other job or personal resources in determining job engagement. Besides, the findings of the study highlighted the values lie in developing employees' emotional intelligence for the guarantee of adaptive career behavior.

Future longitudinal studies need to validate the obtained causal links in this study by temporally separating the measurements of the dependent and independent variables.

Additionally, the present study has examined the potential role of individual differences as predictors of job engagement among teachers in isolation. Prospective studies should consider environmental factors that might predict teachers' engagement in addition to individual factors

to examine which one is associated with job engagement more and above the other in educational context and also to explore the interaction of personality and job variables in affecting engagement to see if one will

mediate or moderate the impact of the other one on job engagement among teachers. In sum, future research should endeavor to identify a broader range of antecedents of job engagement for teachers.

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دلبستگی شغلی معلمان زبان انگلیسی ایرانی: بررسی نقش هوش هیجانی

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تاریخ پذیرش: ۱۳۹۸/۴/۴

تاریخ دریافت: ۱۳۹۸/۲/۶

چکیده

با تغییر تمرکز پژوهش‌ها در محیط کاری از کژکاریها به عملکردهای بهینه انسان، دلبستگی شغلی که نقطه مقابل فرسودگی شغلی به شمار می‌آید توجه محققان در روانشناسی سازمان را به خود جلب کرده است. دلبستگی شغلی از سه مولفه شوق داشتن به کار، وقف کار شدن و جذب شدن در کار تشکیل می‌شود. این مطالعه اکتشافی با هدف بررسی نقش پیش‌بینی کننده متغیرهای جمعیت شناختی شامل جنسیت، وضعیت تأهل، تجربه تدریس، بافت تدریس و مدرک تحصیلی و هوش هیجانی به عنوان یک توانمندی شخصی در تعیین سطوح دلبستگی شغلی در میان معلمان زبان انگلیسی ایرانی در قالب الگوی تقاضا-منابع انجام شد. بدین منظور، ۴۴۲ معلم زبان انگلیسی که در مدارس دولتی و آموزشگاههای خصوصی تدریس می‌کردند از طریق نمونه‌گیری در دسترس انتخاب شدند و از لحاظ ویژگیهای جمعیت شناختی، میزان دلبستگی شغلی و هوش هیجانی با استفاده از پرسشنامه‌های اطلاعات جمعیت شناختی، مقیاس دلبستگی شغلی آترکت و مقیاس هوش هیجانی مورد بررسی قرار گرفتند. نتایج تحلیل رگرسیون چندگانه سلسله‌مراتبی نشان داد بعد از کنترل اثر متغیرهای جمعیت شناختی که با دلبستگی شغلی رابطه معناداری نداشتند، رابطه‌های معنادار پیش‌بینی کننده‌ای بین دو زیرسازه هوش هیجانی یعنی مدیریت عواطف خود و مدیریت عواطف دیگران و مولفه‌های دلبستگی شغلی یعنی شوق داشتن به کار، وقف کار شدن و جذب شدن در کار وجود دارد. با توجه به یافته‌های این پژوهش، یکی از راهکارهای تقویت دلبستگی شغلی معلمان، آموزش مهارتهای هوش هیجانی و تقویت این هوش در آنها می‌باشد.

واژه‌های کلیدی: دلبستگی شغلی، معلمان زبان انگلیسی، هوش هیجانی، الگوی تقاضا-منابع

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