

The Relationship between Emotional Intelligence and Job Satisfaction among Coaches in Premier Under-20 Football League

Moradi, Mehdi.

Department of Physical Education, Allameh Tabatabaei University, Tehran, Iran

E-mail: mehdi.moradi2000@yahoo.com,

Honari, Habib.

Department of Physical Education, Allameh Tabatabaei University, Tehran, Iran

Naghshbandi, Salah.

Department of Physical Education, Sanandaj Branch, Islamic Azad University, Sanandaj, Iran

Jabari, Nahid.

Department of Physical Education, Salmas Branch, Islamic Azad University, Salmas, Iran

Azarpira, Gashtaseb.

Department of Physical Education, Yasouj University, Yasouj, Iran

Abstract

The purpose of present study was to examine the relationship between emotional intelligence and job satisfaction among coaches in premier Under-20 football league. The research method was descriptive-correlative, the performance method was survey, and data collection was done through field study. Research population consisted of 56 coaching staff in 14 teams participating in premier Under-20 football league. Finally, there were 48 questionnaires useable in data analysis. Emotional Intelligence Questionnaire (Syber Yashring) and JDI (Wysocki & Kromm) were used to collect the data. Descriptive statistics was used to describe data, Kolmogorov-Smirnov test was used to know whether the distribution of data was normal, and Pearson correlation and stepwise regression were applied to investigate the significance of hypotheses. Results showed that there was significant association between emotional intelligence, subscale self-awareness, subscale empathy, and subscale social skills with job satisfaction ($p \leq 0.05$). However, there was not significant association between subscale self-motivation and subscale self-control with job satisfaction. Self-awareness, empathy, and social skills (predictors) predicted job satisfaction (criterion) significantly. Predicted value of self-awareness, empathy, and social skills was 0.4, 0.29, and 0.26 respectively. Training and aging increase emotional intelligence so it is predicted more job satisfaction over the time. From other side, clubs and football federation as the head can create scientific atmosphere and

instruct psychological coaching principles. It will lead to enjoy creative, willing players as output.

Keywords: Emotional intelligence; Job satisfaction; Football coach.

Introduction

Human force is the most prominent agent to guide an organization towards ends. The progress and achievement of organization depend on human force undoubtedly (Monfared, Hematinejad, & Ramazaninejad, 2010). Coaches are one of effective factors to develop sport and athletes' achievement. The role of coach is undeniable in sport teams. An efficient coach can enjoy experience and knowledge to improve performance of athletes and team. Coaching is a complicated occupation not to be possible to be undertaken by all (Shafeei, 2006). Coach should have expertise knowledge in his own sport field. In addition, he should have essential skills in management, communication, motivation, techniques, and tactics of the sport field (BaniAmerian, 2010). Some features are required to be successful coach such as knowledge of tactics and rules in sport field, motivating ability, correct reflection to win and lose, guidance, knowledge of body performance, knowledge of sport injuries, management, and skill analysis of players (Dowdell, 2010). In sport psychology, Dalton (2010) said that the philosophy of healthy mind in healthy body is referred to ancient China and Greece. In recent years, sport psychology as one of important elements in sport sciences has been developed. Broad concept of sport psychology includes psychology, competitive sports, exercise, physical fitness, rest, and movement skills. Coaching is a sophisticated job requiring skill and knowledge to train skillful players. Coaches should still try more to train unique talented individuals. Not only sport skill and strategy prosperous coach should have but also skillful psychologist he should be. Weiss (2009) believes that coaches are special adults affecting conception of players in competition, enjoyment and stimulated behavior. Coach is prominent to have competitive knowledge among children and the youth. It is surprising that few studies have examined the effect of coaching behaviors on psychological and behavioral responses in the youth. Sport is structured and organized physical activity. The youth can enjoy mental, social, and physical benefits in sport. The youth who is physically active have chance to make social relations, create positive self-concept, and accept responsibility. Job satisfaction influences coach's performance. From other side, emotional intelligence is major element to predict performance in work place and strong force to lead and succeed (Monfared et al., 2010). Motivation and job satisfaction have been examined in recent decades. Efficiency and effectiveness are due to appealing work environment, satisfaction, and acquiescence. Job satisfaction is enjoyable emotional feeling resulted from job evaluation or personal occupational experience.

Wysocki and Kromm introduce job, supervisor, colleague, promotion, and payment as dimensions of job satisfaction (Noorbakhsh & MirNaderi, 2005). Hassankhooei (2006) indicates following dimensions: payment, job, promotion, supervisorship, colleague relations, occupational security, occupational physical condition, personality traits, and demographics.

The theorists of organizational behavior mention two aspects in job satisfaction: external factors such as payment, promotion, and colleague and internal factors such as spirit and personality traits (Mayer, Salovey & Caruso, 2000). Tett and Meyer (1993) divides effective subjects in job satisfaction into two parts too: external factors such as features of organization, society, and culture and internal factors such as emotional feeling, exciting mood, and personality traits.

Emotional intelligence is one of personality characteristics (Mayer et al., 2000). Emotional intelligence determines human capacity to know his feeling and others'. It helps to motivate, control feeling, and make relations. Specktor (1997) found that personal and organizational factors influence job satisfaction (cited in Gelman, 2009, translated by Nasrin Parsa). Sykes (2002) expanded Specktor's model. He considered emotional intelligence as personal factors like gender, education, demographics (cited in Thomas & Tram, 2006). Personality and personal traits such as emotional intelligence should be considered in occupational motivation. Emotional intelligence prevents and modifies physical and disorders. Considering emotional intelligence effects, it is essential to examine it in family, school, organization and other social levels. Emotional intelligence improves mental health. It creates discipline in life. A person with high emotional intelligence experiences less negative events. He overcomes problems more successfully in work and life. They are more well-being (Gelman, 2009, translated by Nasrin Parsa).

Martinez (1997-1998) explains emotional intelligence as non-cognitive skills, abilities and capacities to make individuals strong against external pressures. Emotional intelligence includes internal and external elements. Internal elements consist of self-awareness, self-concept, independency, development capacity and decisiveness. External elements consist of interpersonal relationships, empathy and responsibility. Furthermore, emotional intelligence is individual capacity for accepting realities, being flexible, solving emotional problem, and coping with stress and impulses. Emotional intelligence assists people to have efficient productivity and good performance in interactions and access goals in cooperation. Emotional intelligence presents individual intelligent, calm, respectful, supporter, listener, answerer, explainer, and acceptor in different condition. Emotional intelligence also includes self-awareness, self-control, self-motivation, empathy, social skills (Gelman, 2009, translated by Nasrin Parsa).

Emotional intelligence affects job satisfaction. Interpersonal feelings and intrapersonal emotion control negative feelings and emotion and improve performance. Better performance causes more job satisfaction. It seems that employees with high emotional intelligence have more job satisfaction because they control hopelessness and stress well. They also have life satisfaction too. Job satisfaction is one of factors to lead life satisfaction. Less job stress influences job satisfaction.

Monfared et al. (2010) showed that there was significant positive relationship between emotional intelligence and job satisfaction among physical education teachers. Hassankhoeei (2006) found that there was significant relationship between emotional intelligence and job satisfaction. Therefore, emotional intelligence can be applied to increase job satisfaction in

educational environments. However, there was not different in self-motivation, self-awareness, self-control, and social skills between male and female. Hosseinian, Yazdi, Zahraei, and Fathi-Ashtiani (2008) understood that there was not significant relationship between emotional intelligence and job satisfaction. Kafetsios and Zampetakis (2007) concluded that emotional intelligence predicted job satisfaction. Emotional intelligence in line with subscales emotion application and emotion regulation was related to job satisfaction significantly. However, only emotional intelligence in line with subscale empathy was related significantly and positively to job satisfaction. Casper (2007) found that there was not significant association between age, education, organizational position, and occupational roles with emotional intelligence of leader. Millet (2007) understood that there was not significant relationship between emotional intelligence and job satisfaction among police officers. Although there was low association between emotional intelligence in line with subscales stress management (negatively), adaptability (positively) and general mood components (positively) with job satisfaction, it was not significant. Ashkenazi and Jordan (1997) found that emotional intelligence and job control explained %26 of variance in job satisfaction (cited in Millet, 2007). Thomas and Tram (2006) presented that there was significant relationship between emotional intelligence and job satisfaction and performance among employees. Busso (2003) and Gardner and Stough (2003) also showed that there was significant relationship between emotional intelligence and job satisfaction.

Coaching is one of the most complicated and stressful jobs. Mental factors such as emotional intelligence and job satisfaction influences coaching. Job satisfaction decreases pressure and stress. Emotional intelligence is one of dimensions in job satisfaction. Results are conflict in the relationship between emotional intelligence and job satisfaction in different research populations of research. Therefore, present study examined the association between emotional intelligence in line with subscales self-motivation, self-awareness, self-control, empathy, and social skill with job satisfaction among coaches in premier Under-20 football league. Furthermore, emotional intelligence in line with subscales self-motivation, self-awareness, self-control, empathy, and social skill predicted job satisfaction.

Methodology

The research method was descriptive-correlative, the performance method was survey, and data collection was done through field study. Research population consisted of 56 coaching staff (head coach, coach, assistant coach, goalkeeper coach) in 14 teams participating in premier Under-20 football league. Teams were Sepahan, Shahr-dari Tabriz, Zob Ahan, Damash Gilan, Mes Kerman, Malavan, Fajr Sepasi, Foolad, Esteghlal Ahvaz, Pato Laleh, Shush Daniel, Velayat Ahvaz, Aboomoslem, and Shamooshak. Research sample equaled to research population and the sampling method was considered to include the whole population. Finally, there were 48 questionnaires useable in data analysis. Emotional intelligence was assessed using Emotional Intelligence Questionnaire (Syber Yashring). Participants responded to 33 items using a 5-point Likert scale. It composed of five subscales including self-motivation, self-awareness, self-control, empathy, and social skills. The questionnaire was confirmed by concurrent validity (validity), internal consistency, factor analysis, and discriminant validity

(construct validity). Jirabket (1996) found the questionnaire valid and reliable (split halving method=94, Cronbach α = 0.91). Furthermore, Mansouri (2001) found it valid and reliable (split halving method=62, Cronbach α = 0.86) (cited in Eidi, 2007). Monfared et al. (2010) measured the reliability too (Cronbach α =0.79).

Job satisfaction was assessed using JDI (Wysocki & Kromm). JDI is one of the most valid instruments to assess job satisfaction. Participants responded to 41 items using a 5-point Likert scale. It composed of five subscales including job, supervisor, colleague, promotion, and payment. Koozehchian (2003) found the questionnaire reliable (Cronbach α =0.92). Furthermore, Monfared et al. (2010) found it reliable (Cronbach α =0.83).

The number of 12 university professors confirmed the face validity of instrument in present research. Descriptive statistics (mean, standard deviation, frequency, frequency percent, minimum, maximum) was used to describe data, Kolmogorov-Smirnov test was used to know whether the distribution of data was normal, and Pearson correlation and stepwise regression were applied to investigate the significance of hypotheses. All the statistical calculations were done by SPSS 18 software.

Results

Table 1 shows mean, standard deviation, minimum, and maximum of participants' age.

Table 1. Descriptive statistics of participants based on age

	mean	minimum	maximum	Standard deviation
Age (year)	32.25	25	52	7.83

Table 1 presented the mean (32.25) and standard deviation (\pm 7.83) of participants' age.

Table 2 shows mean, standard deviation, minimum, and maximum of participants' background.

Table 2. Descriptive statistics of participants based on background

	mean	minimum	maximum	Standard deviation
background (year)	9.33	4	27	6.12

Table 2 presented the mean (9.33) and standard deviation (\pm 6.12) of participants' background.

Table 3 shows distribution of frequency and frequency percent of participants based on coaching accreditation.

Table 3. Frequency and frequency percent of participants' coaching accreditation

	Coaching Level A	Coaching Level B	Coaching Level C	Coaching Level D	Whole
Frequency	3	9	25	11	48
Frequency percent	6.25	18.75	52.1	22.9	100

Table 3 presented that there were %6.25 coaches with level A, %18.75 coaches with level B, %52.1 coaches with level C, and %22.9 coaches with level D.

Table 4 shows distribution of frequency and frequency percent of participants' education level.

Table 4. Descriptive statistics of participants' education level

	diploma	Higher diploma	B.A.	M.A.	Whole
Frequency	13	5	27	3	48
Frequency percent	27.08	10.42	56.25	6.25	100

Table 4 presented that there were %27.08 diploma educated, %10.42 higher diploma educated, %56.25 B.A. educated, and %6.25 M.A. educated.

Table 5 shows result of the relationship between emotional intelligence and job satisfaction among coaches in premier Under-20 football league.

Table 5. The relationship between emotional intelligence and job satisfaction among coaches in premier Under-20 football league (n=48)

Scales	R	Sig
emotional intelligence * job satisfaction	0.40	0.018
self-motivation * job satisfaction	0.019	0.67
empathy * job satisfaction	0.35	0.02
social skills * job satisfaction	0.33	0.024
self-control * job satisfaction	0.022	0.54
self-awareness * job satisfaction	0.44	0.001

Table 5 presented that there was significant relationship between emotional intelligence and job satisfaction ($r=0.40$, $p\leq 0.05$). Among subscales of emotional intelligence, there was significant relationship between subscale self-awareness and job satisfaction ($r=0.44$, $p\leq 0.05$). Furthermore, there was significant relationship between subscale empathy and job satisfaction ($r=0.35$, $p\leq 0.05$). Moreover, there was significant relationship between subscale social skills and job satisfaction ($r=0.33$, $p\leq 0.05$). However, there was not significant association between subscale self-motivation and subscale self-control with job satisfaction ($p\geq 0.05$).

Table 6 shows result of stepwise regression which self-motivation, self-awareness, self-control, empathy, and social skills are predictors of job satisfaction (criterion).

Table 6. Stepwise regression predicting job satisfaction from subscales of emotional intelligence

	B	Beta	t	Sig.
self- awareness	2.23	0.44	7.01	0.001
self- awareness	2.02	0.42	7.32	0.001
empathy	1.81	0.33	4.73	0.001
self- awareness	1.98	0.40	7.65	0.001
empathy	1.77	0.29	4.93	0.001
social skills	1.53	0.26	3.13	0.001

Dependent variable: job satisfaction

In table 6, the Beta weights for three subscales were presented. Subscale self-awareness, subscale empathy, and subscale social skills were related significantly to job satisfaction ($p<0.05$). In first step, it could be seen that self-awareness had the strongest significant relationship with job satisfaction (Beta=0.44, $t=7.01$, $p<0.05$). In second step, self-awareness and empathy had the significant relationship with job satisfaction (self-awareness: Beta=0.42, $t=7.32$, $p<0.05$; empathy: Beta=0.33, $t=4.73$, $p<0.05$). In third step, self-awareness, empathy, and social skills had the significant relationship with job satisfaction (self-awareness: Beta=0.40, $t=7.65$, $p<0.05$; empathy: Beta=0.29, $t=4.93$, $p<0.05$; social skills: Beta=0.26, $t=3.13$, $p<0.05$).

Conclusion

There was significant positive relationship between emotional intelligence and job satisfaction among coaches in premier Under-20 football league. The more emotional intelligence coach had the more satisfied they were. The finding is in consistent with previous research (Abraham, 2000; Busso, 2003; Gardner & Stuogh, 2003; Hassankhooei, 2006; Monfared et al., 2010; Thomas & Tram, 2006).

Monfared et al. (2010) showed that there was significant positive relationship between emotional intelligence and job satisfaction among physical education teachers. Moreover, Thomas and Tram (2006) presented that there was significant relationship between emotional intelligence and job satisfaction among employees. In addition, Abraham (2000) found that

there was significant relationship between emotional intelligence and job satisfaction among employees. Carmeli (2003) concluded that people with high emotional intelligence are good-tempered continuously. They are more satisfied and healthy. In most occupations, emotional intelligence is prominent in occupational opportunities, occupational skills, occupational talent, and success. All occupations partially depend on emotional intelligence. Some occupations do not require high emotional intelligence. Such occupations focus on concentration. People with high emotional intelligence are not successful in such occupations. In contrast, some occupations require high emotional intelligence. Empathy, effective relations, and teamwork are effective in such occupations. It seems that coaching requires high emotional intelligence because sport environment is dynamic. Emotional intelligence is effective in floating environments. In youth teams, coach needs close relations with players to help them to do techniques and tactics. Coaching role is important to develop behavior, attitude, and skill. But, there were some findings in contrast with present finding (Casper, 2007; Millet, 2007; Villard, 2004). Instrument and research population can be considered as the reasons of contrast. They used Bar-On's emotional intelligence questionnaire.

In present study, there was not significant association between subscale self-motivation and subscale self-control with job satisfaction. Monfared et al (2010) concluded that there was not significant association between subscale self-awareness and subscale self-control with job satisfaction. Livingston (2001) showed that there was not significant association between subscale intrapersonal skill and subscale stress management with job satisfaction. Livingston used Bar-On's emotional intelligence questionnaire. Subscale intrapersonal skill is the same as subscale self-awareness in Gelman's dimensions introduced in emotional intelligence. Also, subscale stress management is the same as subscale self-control. Furthermore, Hosseinian et al (2010) and Villard (2004) found that there was not significant association between subscale intrapersonal skill and subscale stress management with job satisfaction. It seems that lack of significant association between subscale self-motivation and subscale self-control with job satisfaction is logical. Self-motivation is related to commitment, hopefulness and optimism. Self-control is related to internal emotion. These are not strong reasons to be satisfied in job.

In this study, there was significant association between emotional intelligence, subscale self-awareness, subscale empathy, and subscale social skills with job satisfaction. Clanton (2005) found that there was significant relationship between subscale self-awareness and job satisfaction in line with subscales job and payment. Gardner and Stough (2003) also showed that there was significant positive association between emotional intelligence in line with subscales emotion management and emotion control with job satisfaction. Kafetsios and Zampetakis (2007) concluded that emotional intelligence in line with subscales emotion application and emotion regulation were related to job satisfaction significantly. However, emotional intelligence in line with subscale empathy was related significantly and positively to job satisfaction. Coach who enjoys high social skills can reflect well, understand differences, do teamwork, speak, intermediate, and make relations. He can create friendly atmosphere. Empathy is to adapt with others easily, understand others, respect others' need, work eagerly, and be useful. Empathy and interpersonal relationship help coaches to regard others' need, opinions, and beliefs therefore there would be a suitable relationship with unique skilled

individuals (players). Considering colleague satisfaction as one dimension of job satisfaction, coach can use social skills and empathy to make relations with colleague, manager, players, and players' family. It causes job satisfaction finally. Self-awareness is about internal emotion. Self-awareness leads to access planned goals because coach is motivated internally to decide them.

In present study, subscale self-awareness, subscale empathy, and subscale social skills (predictors) predicted significantly job satisfaction (criterion). Subscale self-awareness, subscale empathy, and subscale social skills explained %40, %29, and %26 of variance in job satisfaction respectively. However, subscale self-motivation and subscale self-control did not predict job satisfaction. Abraham (2000) showed that emotional intelligence explained high variance in job satisfaction. Livingston (2001) found that emotional intelligence explained %16 of variance in job satisfaction. Among all dimensions of Bar-On emotional intelligence (interpersonal, intrapersonal, adaptability, stress management, general mood components), only general mood components could predict job satisfaction. Dawney (2005) presented that emotional intelligence explained %18 of variance in job satisfaction. Ashkenazi and Jordan (1997) also found that emotional intelligence explained %26 of variance in job satisfaction.

Emotional intelligence predicts job satisfaction. Emotional intelligence is dynamic in contrast with intelligence quotient. Training and aging increase emotional intelligence so it is predicted more job satisfaction over the time. Development of emotional intelligence leads to self-awareness, social skills, and empathy make coach effective. Coaches train players. Clubs and football federation as the head can create scientific atmosphere and instruct psychological coaching principles to have authoritative coaches. It will lead to enjoy creative, willing players as output.

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