Research Paper

Life Satisfaction and Empathy in Iranian EFL Teachers: A correlational study

Roya Hassanpour Souderjani[1], Laya Heidari Darani[2]*, Nafiseh Hosseinpour[3]

[1]M.A., Department of English, Falavarjan Branch, Islamic Azad University, Isfahan, Iran
hassanpourroya2@gmail.com
[2]Assistant Professor, Department of English, Falavarjan Branch, Islamic Azad University, Isfahan, Iran
layaheidari@yahoo.com
[3]Assistant Professor, Department of English, Falavarjan Branch, Islamic Azad University, Isfahan, Iran
nafishosseinpour@yahoo.com

Abstract

This study intended to explore Iranian EFL teachers' life satisfaction as well as their empathy levels. Furthermore, the relationship between Iranian EFL teacher's life satisfaction and their empathy was investigated. To achieve these objectives, a group of 245 male and female Iranian EFL teachers with the age range of 20 to 55 years old participated. Data were collected through Life Satisfaction and Empathy Questionnaires. Results revealed that EFL teachers were satisfied with their life and were empathic teachers. Moreover, a significant relationship was found between these two variables. The main conclusion is that life satisfaction can have positive impacts on certain aspects of life; hence, it is recommended that proper conditions be provided for the EFL teachers. Additionally, having empathy with students may create happiness in both students and the teacher. Such happiness can presumably make the student bear a positive perspective towards language learning, thereby making them more motivated to learn English.

Keywords: *Effective teaching, EFL teachers, Empathy, Life satisfaction*

Introduction

During the recent decades, educational psychologists have been worried about the factors which have made teaching and learning effective. Recently, teaching has turned out to be the

fundamental area of interest of researchers, (Bjekić, 1999; UNICEF, 2001) and teacher has been concentrated on as an element of effective learning by numerous researchers; in fact, almost all teachers acknowledge that they have great contribution to learners' achievements. Obviously, there are differences among teachers as far as teaching effectiveness is concerned (Atteberry, Loeb, & Wyckoff, 2013); however, the roots of such discrepancies are still unidentified. Therefore, many definitions for effective teachers have been provided, thus far (Kim, Dar-Nimrod, & MacCann, 2018). As Gibbs (2002) claimed, teachers encounter a number of challenges while teaching; hence, persistence, flexibility, innovation and the ability to face failure are among the required characteristics of effective teachers. To Stronge, Tucker, and Hindman (2004), effective teachers can have psychological and emotional effects on their learners, leading to their success. Killen (2006) defined an effective teacher as a teacher has a plan for teaching and thus certain pre-determined objectives. As reported by Gurney (2007), a teacher needs to have a combination of various variables to become an effective teacher. These variables include knowledge, willingness, as well as accountability to students' learning. In addition, students should be provided by a variety of promoting tasks and feedback so that they get motivated to learn. As a final variable, effective teachers are expected to possess particular psychological traits which assist the teacher to create a friendly atmosphere in which mutual understanding can encourage learning.

Life satisfaction is a vital factor from among the necessary components that people and particularly teachers require to have in order to be happy and have a meaningful life. For quite a few people, life satisfaction is regarded as the major purpose of life. It is claimed that being satisfied with life depends on to the extent their objectives in life are achieved (Rask, Astedt-Kurki & Laippala, 2002). It is also defined as the person's general perspective towards life. As stated by Schmitter, Zisselman, and Woldow (2003), life satisfaction is influenced by several factors including happiness, physical health, and being in a good economic status and social relations. On the other hand, Diener and Biswas-Diener (2002) hold the belief that an individual's occupation, revenue, education, and relationships are responsible for his life satisfaction.

Well-being is comprised a variety of components, among which is life satisfaction. It manifests how content an individual is with his life. Suldo, Riley, and Shaffer (2006) defined life satisfaction as an evaluation people carry out concerning their whole life or certain areas of their life including family members, friends, and they themselves. For Diener, Oishi, and Lucas (2003), subjective well-being is a combination of positive emotions and life satisfaction, each of which can be studied separately or along with with the other factor. Lyubomirsky, King, and Diener (2005) broadened the scope to include more factors including bodily health, good relationships, and professional contentment and it counteracts the threat of burnout and alleviates stress (Folkman, 2008). Diener, Oishi, and Lucas (2009) referred to well-being as a factor leading to teaching effectiveness. Furthermore, they alluded to well-being as an indicator of mental health which is in connection with positive life consequences.

The concept of empathy, as another psychological trait, has been defined differently by a number of scholars. According to Meshcheryakov and Zinchenko (2004), empathy is like a device which produces and attracts an individual's attention to others. Empathy is defined as an emotional feedback to other people's emotions, acceptance of others' viewpoints and understanding them (Howe, 2013). To Stebletsova and Torubarova (2017), empathy can be connected to emotional unselfishness and care for others to deal with their difficulties. They asserted that empathy creates the potential to understand other individuals' emotionally. In Second Language Acquisition (SLA), empathy is to step into other peoples' shoes (Brown,

2000). As Krznaric (2014) maintained, empathy is the ability to put yourself in someone else's shoes, to perceive others' feelings and to apply that perception to direct your activities.

According to Baron-Cohen and Wheelwright (2004), we naturally adapt ourselves to how other people think and feel through empathy. Undoubtedly, cognitive (appreciating other peoples' ways of thinking and feeling and the capability of having the same attitude) and affective (a witness's suitable emotional experience and reaction to the other individual's emotional condition) factors are cited as two critical elements of empathy which are different and should go hand in hand to create empathy. Moreover, Krznaric (2014, p. 9) differentiated the cognitive element from the affective element, stating that the former is 'perspective taking' and the latter is the 'shared emotional response'. He furthered that these two components should come together to act as a driving force. Based on the fact that teachers ought to perceive their students, how they think and their emotional status, there is no doubt that empathy is a significant characteristic of the teacher. An empathic teacher is able to provide students with a proper classroom environment as well as practicable educational exercises (Bjekić, 2000; Stojiljković, Stojanović & Dosković, 2011).

Concerning teaching English in the EFL context, Iran has been claimed not to have a very satisfactory status (Bagheri, 1994; Rahimi, 1996; Saadat, 1995, to name a few). In fact, English teachers do not teach sufficiently well at schools; as a result, the students have difficulty in learning English and using it in real life situations. The problem becomes more evident when the graduate students of high schools take the university entrance exam while they do not have adequate English knowledge and are not proficient enough in English and in such a condition they start their tertiary education. There exist some factors which contribute to the problem and make the situation more difficult for both learners and teachers. So far, a myriad of studies such as Demirel (2014), Dağlı and Baysal (2017) and Johnson, McNally, Rolfe, Ruiz-Valenzuela, Savage, Vousden and Wood (2019) identified the factors which are involved in learners' learning problems as well as to deal with them; however, a variety of factors still remain. The EFL teachers' psychological traits, which include the level of their satisfaction with life and empathy, are among such contributing factors. According to Şahin (2010), life satisfaction plays a substantial role in teaching and learning. Moreover, one of the crucial attributes of a teacher that provide the scene for mutual interactions in an instructional setting is referred to as empathy (Buckley, 1993; Parchomiuk, 2018; Stojiljković, Djigić, & Zlatković, 2012). It is worth noting that much research has been conducted on the aforementioned factors separately; in effect, the relationship between each of these two factors and other factors has been studied; however, there is paucity of research—to the knowledge of the researchers—to explore the EFL teachers' level of life satisfaction and empathy. These two variables, in relation to each other, have not been explored yet, either. In effect, our knowledge as to whether language teachers' personal lives are correlated with their relations with students is quite little.

ESL/EFL teachers' subjective well-being, a part of which is life satisfaction, is expected to be a worthy asset (Holmes, 2005) and when such teachers experience higher degrees of subjective well-being and affection, these positive psychological states can have positive outcomes for the learners given their emotions and success (Pekrun, Goetz, Frenzel, Barchfeld, & Perry, 2011). Likewise, Kinman and Wray (2013) stated that teachers with greater amount of subjective well-being encounter less professional stress and can balance out their life and occupation. As such, when the teachers enjoy high levels of life satisfaction, not only will they themselves benefit but it is likely that their students also benefit. In addition to life satisfaction, empathy and positive relations have been recognized as essential components for effective learning in educational settings (Cozolino, 2013). Gordon (2009, p. 194) briefly referred to the

importance of teacher-student interactions in her famous quotation, 'to teach children, we must first reach them'. Put simply, teachers are recommended to create a relationship with their students before they begin to teach them. Furthermore, in positive psychology, positive relations are focused to have relationship with well-being. Peterson (2006, p. 249) briefed positive psychology using three terms: 'Other people matter'. Empathy plays a key role in effective language learning and in language classrooms in which the best and most practical teaching materials are used, learning probably founders if the required empathic and interpersonal skills are absent. Indeed, for Krznaric (2014) and Mercer (2016), empathy has the potential to make our lives meaningful, suggesting being satisfied with life.

Review of the Literature

In this section, the theories pertinent to the concepts of teachers' life satisfaction and empathy are explained. Furthermore, the previous studies which were empirically conducted on these two variables are presented.

Theoretical Grounding

The notion that the general life satisfaction equals the total of its components is the basis for bottom-up theories of life satisfaction. To be more precise, the overall expression of life satisfaction is a sign of the average of contentment with a variety of components in life (Headey, 2014). Given these theories, a balance is observed among various dimensions of life satisfaction (e.g. working life, family life, etc.) (Headey, 2014). When a bottom-up attitude is taken, assessment of overall life satisfaction is impressed by the striking effect of multidimensional life satisfaction (Loewe, Bagherzadeh, Araya-Castillo, Thieme & Batista-Foguet, 2014). In addition, following the bottom-up theories, it is presumed that many actual aspects of someone's life including the people with whom he lives, relatives and friends, occupation, free time, etc. are involved in order for a person to enjoy a general life satisfaction (Pavot & Diener, 2008). Hence, greater overall satisfaction with life depends on how many demands are to be fulfilled: the more fulfillment of needs, the more satisfaction with life. Bottom-up theories presuppose that satisfaction with each and every domain of life counteracts the impacts of certain factors such as goals or plans on life satisfaction (Diener, Oishi & Lucas, 2003; Steel, Schmidt & Shultz, 2008).

Concerning empathy, it is viewed as a social construction. Based on the theories of social construction, social reality emerges from the individuals' joint understandings; that is to say, these theories accentuate those concepts which are created through interactions among the members of a society (Berger & Luckmann, 1966). Social constructionists stress the construction of meaning through individuals' concordance in their different social meetings; as a result, it is constantly vital and active (Gergen & Gergen, 2012). Underhill (2013) suggested that teaching effectiveness is rooted in three major types of knowledge: knowledge of the subject-matter, knowledge of the teaching methods and techniques as well as that of the interactional skills, and knowledge of the psychological states of the learners. He put emphasis on the teachers' social and emotional skills and their susceptibility to the interactions that happen in the classroom. Underhill also brought attention to the study conducted by Rogers and Freiberg in 1994. They referred to three teacher's characteristics including empathy, authenticity, and impartial behavior as influential in learning (Underhill, 2013). Rasoal, Jungert, Hau, and Andersson (2011) highlighted the relational aspect of empathy, as well. They maintained that empathy which occurs between the empathizer and another individual may have some reasons. Indeed, the addressee feels some problems so that he needs to enter an interaction with the empathizer. It implies that

interactions can be regarded as the basis for recognizing the fluid and situational essence of empathy (Gergen, 2009).

Empirical Studies

      Concerning the empirical studies conducted, literature shows a variety of projects done concerning life satisfaction. In Şahin's (2008) research study, life satisfaction was revealed to be great among tutors whose occupation was not mandatory and preferred to be more active in the society (Yılmaz & Şahin, 2009). Moreover, Şahin (2010), Deveci Şirin and Şirin (2015), Dağlı and Baysal (2017), Qiao and Lina (2019) revealed that teachers such as primary school teachers and physical education teachers, bear moderate to high levels of life satisfaction. Sürücü (2014) made the decision that guidance teachers were shown to actually enjoy their life. Demirel (2014) also pointed out to teachers' high level of life satisfaction. Hiver (2017) alluded to language teachers' well-being which in turn is the outcome of teacher immunity. He further mentioned that teacher immunity emerges as a result of the language teacher's psychological, emotional, and cognitive performance in the second/foreign language classroom. Hiver concluded that language teachers' adaptability, flexibility, well-being, and purposefulness contribute to students' learning (Hiver, 2017).

      In a language classroom, the teacher-student interactions play a major role in the formation of learning behaviors (Arnold & Murphey, 2013). McAlinden (2012) investigated empathy among English teachers with different cultural backgrounds. She identified that empathy, as an emotional response, is inherent in their identities as effective teachers. Mercer (2016) showed that having the potential to have relations with students implies being an empathic teacher. In a study (Oxford, 2016), empathy was found fundamental in learner-centered language classroom atmosphere. Moreover, experienced language teachers revealed empathy and all of them could discern the emotional states of their learners. Reviewing the motivational aspects of second/foreign language teaching, Lamb (2017) found that empathy was a specifying feature of effective teachers in terms of making the classroom a motivational one. Lamb further argued that empathy causes such teachers to become responsive in the language classroom. To explore how empathy is represented in interactions between language teachers and students, Gkonou and Mercer (2018) and Mercer and Gkonou (2017) analyzed the role of empathy in such interactions. They came to the conclusion that language teachers' empathy promotes learners' engagement and motivates them for learning. In another study (Gkonou & Mercer, 2017), it was shown that language teachers' empathy, respect and trust are the contributing factors to appropriate interactions between teachers and students as well as students and students.

      Empathy has been explored in relation to other factors. Certain studies (Diener, Emmons, Larsen, & Griffin, 1985; Hicks & Diamond, 2008; Morelli, Lieberman & Zaki, 2015; Nezlek, Feist, Wilson & Plesko, 2001) explored the ability of positive empathy to strengthen well-being and relationship strength. They found that such empathy positively correlates with life satisfaction. In a study, Saricam, Celik, and Koşkun (2015) examined the predictive role of emotional intelligence and hope on life satisfaction. Results showed that emotional intelligence and hope was found positively related to life satisfaction. On the other hand, Salovey and Mayer (1990) and Poskey (2006) claimed that empathy is a requirement for emotional intelligence. Thus, considering these two studies, it is implied that empathy can be indirectly related to life satisfaction. Moreover, Meyzari and Dasht Bozorgi's (2016) study, which investigated whether compassionate comportment, empathizing with others, and having an accountable sense to the society are correlated with happiness, indicated that empathy is correlated with happiness and thereby enjoying life. Greenier, Derakhshan, and Fathi (2021) explored British and Iranian

English language teachers' well-being, work engagement and emotion regulation. They suggested that well-being and emotion regulation are absolutely necessary for English language teachers. More specifically, they concluded that emotions lead to proper interactions between teachers and students which intrinsically result in teaching effectiveness and successful learning.

Reviewing the existing literature, a gap is felt since not much research has so far explored EFL teachers' life satisfaction and empathy levels and the relationship between these two variables. As a result, this study was an attempt to fill this gap in the literature and find answer to the following research questions:

Q1. What are the Iranian EFL teachers' life satisfaction and empathy levels?

Q2. Is there any statistically significant relationship between Iranian EFL teachers' life satisfaction and empathy?

Methodology

In this part, the characteristics of the participants of the study as well as the instruments used for data collection are described. Moreover, data collection procedure and analysis is presented.

Participants

In the current study, 245 male and female Iranian EFL teachers whose age ranged between 20 and 55 participated. The participants were selected from universities around Iran and three English language institutes in Isfahan, Iran through convenience sampling procedure. As data collection was both paper- and internet-based, access to the Iranian EFL teachers around the country was conceivable. They were all Iranian and their mother tongue was Persian. One hundred and eighty-five teachers had MA and PhD degrees in Teaching English as a Foreign Language (TEFL) and 60 of them held both IELTS certificate and MA or PhD degrees in TEFL. Their English teaching experience ranged between 5 and 30 years. Some of them had taught English only in English Language Institutes, while the rest had teaching experience both at language institutes and universities.

Instruments

The data collection instruments that were used in this study were a questionnaire on attitude of teachers toward life (life satisfaction) and a questionnaire on empathy. The detailed information on these two questionnaires is as follows and it should be stated that the English version of the two questionnaires were distributed among the participants.

Life Satisfaction Questionnaire. Life satisfaction questionnaire developed by Krapu, Meinke, Kramer, Friedman and Voda (2006) includes six factors. Factor A: Life satisfaction/motivation (31 items), Factor B: Positive emotions/self-control (20 items), Factor C: Interpersonal confidence (11 items), Factor D: Good concentration and freedom from self-limiting beliefs (15 items), Factor E: Diet and exercise (5 items), Factor F: Sleep quality (4 items). In this study, the modified version of this questionnaire which encompassed only factor A containing 31 items which were directly related to life satisfaction was used. The main categories are beauties of life, motivation to continue life, daily activities, and feelings for life. Each item includes four responses scaling from 'strongly agree' to 'strongly disagree'. Strongly agree to strongly disagree scored 4-1 points. Taken as a whole, the minimum and maximum scores a participant could get were 31 and 124, respectively.

Since the modified version of life satisfaction questionnaire was to be used for data collection, it was piloted on a group of 20 Iranian EFL teachers who were similar to the main participants of the study in terms of English teaching experience, the degrees they hold, and age. They were given the questionnaire and were asked to respond to it in one week. After the questionnaires were completed, its reliability coefficient was calculated. The Cronbach's alpha was reported as .81. Concerning the validity of this questionnaire, three experts in the field verified and confirmed its validity.

Empathy Questionnaire. The Empathy Questionnaire (EQ) developed by Baron-Cohen and Wheelwright (2004) includes 60 items. These items includes 60 questions, divided into two types: 40 questions are directed to empathy and 20 questions act to make the participants deviated from empathy. These 40 items are divided into three main categories: importance of others, coincidence with others, and being in others' shoes. There are four responses for each item scaling from 'strongly agree' to 'strongly disagree'. 'Strongly agree' responses scored 2 points and 'slightly agree' responses scored 1 point. Otherwise stated, 'slightly disagree' and 'strongly disagree' responses would be scored zero. The items were prepared in a way that 50% of them were allocated to 'disagree' response and the rest 50% were devoted to 'agree' response. Organizing the items in this manner helped to prevent a response bias and thus arrange them in a random manner. By and large, the minimum and maximum scores a participant could get were 0 and 120, respectively. The reliability analysis of this questionnaire was done by Baron-Cohen and Wheelwright (2004, p. 169) and it was reported to be $r = 0.97$, which is very significant ($p < .001$). Concerning the validity of this questionnaire, three experts in the field were asked to verify it and all of them confirmed its validity.

Data Collection Procedure

The questionnaires were distributed online to 245 Iranian EFL teachers who were teaching English as a Foreign Language in universities around Iran and three English language institutes in Isfahan, Iran. Online questionnaires were prepared and all directions were provided at the beginning of each questionnaire. The participants were asked to read the questionnaires carefully and express their opinions about the items mentioned via selecting one choice from among the four choices of strongly agree, slightly agree, slightly disagree, and strongly disagree. One week was allocated to the participants to respond to questionnaires. Collecting the questionnaires, the researchers rated them and prepared the data for statistical analysis.

Design

This study used quantitative research method with a correlational design. In this study, the variables, namely life satisfaction and empathy were studied separately among Iranian EFL teachers and the relationship between the two variables was examined, as well. Mention must be made that gender was not the main focus of the study.

Results

Two types of statistical tests were used to answer the aforementioned research questions. To check the normality of the data, Kolmogorov-Smirnov and Shapiro-Wilk tests of normality were run on the data. Since the data were not normally disturbed, Spearman's rank-order test was used for the second research question. It is worth noting that concerning the empathy questionnaire, the twenty items which acted as distractors were not considered in the data analysis.

In this section, the statistical analyses run on the collected data and the results obtained will be elucidated. Moreover, considering the results, the research questions posed at the beginning of the study will be answered.

Normality of the Data

Before data were subjected to descriptive and inferential statistics and to decide about the type of statistical analysis run on the data, tests of normality were used. The results are shown in Tables 1 and 2.

Table 1

Test of Normality of the Data Related to Iranian EFL Teachers' Life Satisfaction

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Life Satisfaction	.100	245	.000	.968	245	.000

Table 1 shows the results of Kolmogorov-Smirnov and Shapiro-Wilk tests of normality. Since the sample size was greater than 50, according to Yap and Sim (2011), the Kolmogorov-Smirnov results are reported. As the *p*-value was lower than the significance level (.000 < 0.05), the data were not normally distributed and non-parametric correlation test should be run on data related to the life satisfaction of the Iranian EFL teachers.

Table 2

Test of Normality of the Data Related to Iranian EFL Teachers' Empathy

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Empathy	.094	245	.000	.962	245	.000

As shown in Table 2, the results of Kolmogorov-Smirnov and Shapiro-Wilk tests of normality are reported. The sample size for the data related to Iranian EFL teachers' empathy was also greater than 50; thus, according to Yap and Sim (2011), the Kolmogorov-Smirnov results are reported. As the *p*-value was lower than the significance level (.000 < 0.05), the data were not normally distributed and non-parametric correlation test should be run on data related to the empathy level of the Iranian EFL teachers.

Addressing the First Research Question

The first research question explored Iranian EFL teachers' life satisfaction and empathy levels. The mean scores as well as the minimum and maximum scores obtained from the two questionnaires responded by the participants were calculated. The results are showed in Table 3.

Table 3

Descriptive Statistics of the Two Questionnaires

	N	Mean	Std. Deviation	Minimum	Maximum
Life Satisfaction	245	68.05	9.79	50.00	88.00
Empathy	245	79.01	8.83	61.00	96.00

As shown in Table 3, as the mean scores of the two questionnaires were closer to the maximum scores, the participants of the study seemed to have a relatively high life satisfaction and to be empathic teachers.

Life satisfaction questionnaire comprised four domains, namely beauties of life, motivation for life, daily activities, and feelings for life. Empathy questionnaire consists of three domains, namely importance of others, coincidence with others, and being in others' shoes. The following tables demonstrate the descriptive statistics of the individual domains.

Table 4
Descriptive Statistics of the Domains of Life Satisfaction Questionnaire

	N	Mean	Std. Deviation	Minimum	Maximum
Beauties of Life	245	11.71	2.35	7.00	20.00
Motivation for Life	245	28.43	3.66	18.00	36.00
Daily Activities	245	12.07	4.24	6.00	20.00
Feelings for Life	245	15.84	4.56	11.00	25.00

Based on the results indicated in the above table, motivation for life was the highest and the most contributing factor in making Iranian EFL teachers satisfied with life. To explore whether these differences were statistically significant, a one-way ANOVA was run on the data and the results are depicted below.

Table 5
One-way ANOVA Analysis for Domains of Life Satisfaction

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	45127.873	3	15042.624	1041.855	0.000
Within Groups	14091.796	976	14.438		
Total	59219.669	979			

As shown in Table 5, the differences were statistically significant. To recognize which domains had statistically significant differences, the Tukey test was run and the results are denoted in the following table.

Table 6
Tukey Test Results of Life Satisfaction Questionnaire

(I) Domain	(J) Domain	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
Beauties of Life	Motivation for Life	-16.71429*	.34331	.000	-17.5978	-15.8308
	Daily Activities	-.35510	.34331	.729	-1.2386	.5284
	Feelings for Life	-4.13061*	.34331	.000	-5.0141	-3.2471
Motivation for Life	Beauties of Life	16.71429*	.34331	.000	15.8308	17.5978
	Daily Activities	16.35918*	.34331	.000	15.4757	17.2427
	Feelings for Life	12.58367*	.34331	.000	11.7002	13.4672
Daily Activities	Beauties of Life	.35510	.34331	.729	-.5284	1.2386
	Motivation for Life	-16.35918*	.34331	.000	-17.2427	-15.4757
	Feelings for Life	-3.77551*	.34331	.000	-4.6590	-2.8920
Feelings for Life	Beauties of Life	4.13061*	.34331	.000	3.2471	5.0141
	Motivation for Life	-12.58367*	.34331	.000	-13.4672	-11.7002
	Daily Activities	3.77551*	.34331	.000	2.8920	4.6590

*. The mean difference is significant at the 0.05 level.

Table 6 showed that beauties of life as well as feelings for life had differences with the rest of the domains; therefore, these two domain can be regarded as the most important ones in creating life satisfaction among Iranian EFL teachers.

Table 7
Descriptive Statistics of the Domains of Empathy Questionnaire

	N	Mean	Std. Deviation	Minimum	Maximum
Importance of Others	245	19.02	7.00	5.00	28.00
Coincidence with Others	245	25.52	3.48	13.00	30.00
Being in Others' Shoes	245	14.58	2.92	8.00	22.00

The findings showed that coincidence with others was supposed to have the most importance among the three domains in making Iranian EFL teachers' sense of empathy. To identify whether certain domains in each questionnaire were significantly different, a one-way ANOVA was calculated. The results are shown below.

Table 8
One-way ANOVA Analysis for Domains of Empathy

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	14832.133	2	7416.067	319.322	0.000
Within Groups	17000.294	732	23.224		
Total	31832.427	734			

As shown in Table 8, the differences were statistically significant. To recognize which domains bore the significant differences, the post hoc Tukey test was run and the results are denoted in the following table.

Table 9
Tukey Test Results of Empathy Domains

(I) Domain	(J) Domain	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
Importance of Others	Coincidence with Others	-6.50204[*]	.43542	.000	-7.5246	-5.4795
	Being in Others' Shoes	4.43673[*]	.43542	.000	3.4142	5.4593
Coincidence with Others	Importance of Others	6.50204[*]	.43542	.000	5.4795	7.5246
	Being in Others' Shoes	10.93878[*]	.43542	.000	9.9162	11.9613
Being in Others' Shoes	Importance of Others	-4.43673[*]	.43542	.000	-5.4593	-3.4142
	Coincidence with Others	-10.93878[*]	.43542	.000	-11.9613	-9.9162

*. The mean difference is significant at the 0.05 level.

As indicated in the above table, all three domains had almost similar contribution to making Iranian EFL teachers be empathic ones. In effect, the three components are all needed for an EFL teacher to be empathic.

Addressing the Second Research Question
Based on the second research question, the relationship between Iranian EFL teachers' life satisfaction and empathy levels was explored. To answer this question, Spearman's rank-order correlation test was calculated. The results are shown in Table 10.

Table 10
Spearman's Rank-order Results of Iranian EFL Teachers' Life Satisfaction and Empathy

			Life Satisfaction	Empathy
Spearman's rho	Life Satisfaction	Correlation Coefficient	1.000	.949**
		Sig. (2-tailed)	.	.000
		N	245	245
	Empathy	Correlation Coefficient	.949**	1.000
		Sig. (2-tailed)	.000	.
		N	245	245

**. Correlation is significant at the 0.01 level (2-tailed).

Considering this research question, to determine if there was any statistically significant relationship between Iranian EFL teachers' life satisfaction and empathy, Spearman's rank-order

correlation test was conducted. A two-tailed test of significance denoted that life satisfaction and empathy were positively correlated ($r_s(245) = .949$, $p < .05$).

Discussion

Concerning the first research question about Iranian EFL teachers' life satisfaction level, the results indicated that these teachers were almost satisfied with their life. Parallel with these findings, Şahin (2008), Yılmaz and Şahin (2009), Şahin (2010), Demirel (2014), Sürücü (2014), Deveci Şirin and Şirin (2015), Dağlı and Baysal (2017) and Qiao and Lina (2019) showed high levels of life satisfaction among teachers teaching different disciplines and at various levels. Holmes (2005), Pekrun, Goetz, Frenzel, Barchfeld, and Perry (2011) as well as Hiver (2017) found consistent results. They showed well-being as a component necessary for language teachers. Possible justifications of these results are that following the bottom-up theories to life satisfaction, this study revealed that a variety of components are engaged so that an individual reaches an overall life satisfaction. These components are brought under four main domains of beauties of life, motivation for life, daily activities, and feelings for life. Among these four domains, motivation for life and feeling for life proved to be more contributing to life satisfaction. The items included in motivation for life domain to a large extent pointed out to hope. When the EFL teachers are hopeful about their future, they have the required energy to continue life, and they are motivated to do what they want. They see life in a way that is proceeding towards achieving their goals. Thus, this hope will motivate them to continue life and, in return, is an indicator of life satisfaction. O'Sullivan (2010), Kortte, Stevenson, Hosey, Castillo, and Wegener (2012), and McConnell and Stull (2017) confirmed that hope as a motivating factor can result in life satisfaction. Among the feelings for life, happiness is the most dominant one that the participants of this study showed to have. When they are happy with what they do as an EFL teacher and with the people around them, their social relations will be good which results in getting support from others. Happiness as an indicator of life satisfaction was demonstrated in Schmitter (2003),Valois, Zuling, Huebner, and Drane's (2004), Heydari's (2012) as well as Nemati and Mehdipour Maralani's (2016) studies.

The interpretation of findings is that having satisfaction with life can let teachers postpone their tiredness; that is to say, the more satisfied the teachers are, the healthier their bodies will be. Their physical health may be influenced by the degree of their satisfaction with life. Consistent with this idea, Siahpush, Spittal, and Singh (2008) claimed that physical health is related to satisfaction with life. Related to this claim, being satisfied with life can result in optimal functioning. This is in line with Diener, Oishi, and Lucas' (2009) claim. In a condition where individuals in general and EFL teachers in particular are satisfied with their life, they put their utmost effort to their job so as to do it perfectly. As Lyubomirsky, King, and Diener (2005) and Folkman (2008) also maintained, satisfaction with life can alleviate stress and avoid burnout. This satisfaction, as a consequence of many underlying factors, creates a situation in which the people enjoy an optimal functioning at work. This, in turn, leads to making the employers satisfied with their job and finally satisfied with their life since job satisfaction is seen as one of the components of the overall life satisfaction. In addition, good relations with colleagues emerge from high life satisfaction. When we are satisfied with our lives, thereby enjoying it, we do not get stressful soon in problematic situations. We usually try to be calm in case of misunderstanding or when there is a discrepancy between our opinions and others'. Thus, managing such circumstances is conceivable through life satisfaction. Nickerson and Nagle (2004) agreed with this idea. Interestingly, those showing higher levels of life satisfaction not

only experience less behavioral problems, but also they forget those problems soon. In other words, no attempt is made to internalize such problems. This will make them not to think about any revenge in the next encounter. Suldo and Huebner (2006) also reached to similar conclusion. Having this state, people satisfied with their lives are capable of controlling social stress, anxiety, and depression. Confronting a difficulty in any domain of life satisfaction, namely income, family relations, health, marriage, etc. causes the individual to face lack of satisfaction with life. This, for its part, brings stress when he is among others, anxiety when he is not certain about a situation or when he is in a decision-making condition, and depression when he is does not achieve his goals. Gilman and Huebne (2006) held the belief that even people with medium life satisfaction can manage these psychological phenomena with success. Overcoming such psychological phenomena can increase hope in people and they do their best to live a longer life and have more generations who will be hopeful as they are.

As far as the second part of the first research question is concerned; that is, Iranian EFL teachers' empathy level, the findings indicated that teachers bore high empathy level. Consistent with this finding, McAlinden (2012), Mercer (2016), Oxford (2016), Lamb (2017), Gknou and Mercer (2017), Mercer and Gknou (2017) as well as Gknou and Mercer (2018) confirmed that empathy is an essential characteristic of effective English language teachers in involving students in activities and in creating a motivational atmosphere. The plausible justification is that this empathy follows from the feelings of importance of others to teachers, coincidence with others and being in others' shoes. When you, as a teacher, have a high level of empathy, it can assist you to realize what causes your students to have a particular undesirable comportment and to look for a helpful solution for that behavior. In other words, both aspects of empathy, namely cognitive and affective, are required for a teacher. The cognitive aspect helps the teacher recognize what the problem is and the affective dimension lets him imagine the problem as it has occurred for himself and find a practical solution for it. This was also corroborated by (Brown, 2000), Meshcheryakov and Zinchenko (2004), Howe (2013), Krznaric (2014), and Stebletsova and Torubarova (2017). Practicing empathy is a prosocial behavior and thus makes this feeling strong that students are being accepted by their teachers. When students see that their teacher allocates some time for them, it bolsters the impression that we are paid attention by him because we are important to him. As a result, the emotional support felt by the students makes them feel assured that their teacher is available in case of need. Simply put it, the teacher's assistance is tangible. In this respect, Morelli et al. (2015) also confirmed the prosociality arising out of empathy. Moreover, such relationship that is the result of empathy between the teacher and the students strengthens closeness between them and may lead the students to trust their teacher. This trust will be seen in other aspects of education. For example, if the teacher asks one student not to communicate with another student, he unquestionably accepts given that he knows his teacher is right. In another condition, in case the teacher advises a student to follow this path instead of another one, due to the already-made trust between them, he might ask no questions and say ok immediately. In the long run, relationship satisfaction will appear which is appealing to both parties.

Positive relationships among students seem to be essential for effective teaching and learning in a classroom, yet it is more vital in classrooms where communicative language teaching and learner-centered approaches apply because in such classes pair- and group-work activities are most often used. Likewise, Dörnyei and Murphey (2003) contended that group dynamics is likely one of the most helpful issues for second language teachers. Several factors can be involved in group dynamics and thus effective learning, one of which as the most influential one is the rapport between teachers and learners in addition to the one among learners

(Frisby & Martin, 2010). According to Harmer (2007), language teachers can probably be the most skillful teachers; however, if teacher-student interactions are not developed efficiently, their ability to help students with learning will be severely jeopardized.

Empathy can also pave the way to have collaboration in hard times. It promotes helping behavior for both the teacher and the students in a way that whenever they feel someone is in need of help, they promptly volunteer regardless of the following outcomes of such help. This helping behavior has the potential to be internalized and be used in any situation inside or outside the educational setting. In fact, it changes to an altruistic behavior. Furthermore, via practicing empathy in the classroom, putting themselves in others' shoes will be learned by the students and it lets them have amiable relations, thereby deepening their relationships with their classmates. Related to this idea, it is assumed that empathy can facilitate social bonding and strengthen social support. When a person empathizes with another person and helps him overcome the encountered difficulty, in many cases the one who has received such empathy and help will compensate it and this behavior results in a strong social bonding and support. In addition, this helping behavior makes the individual content with himself and happy of what he has done. More particularly, people feel they have done something precious when they see happiness in help-recipient's eyes. Andreoni and Miller (2002) called this feeling warm glow. This warm glow can even encourage people to do more and more of such helping behavior.

In case we manage to empathize with our students, we may make sure that they will have achievements. Many learning problems follow from the psychological states that students experience with. For example, distress, anxiety, depression and so on normally act like an inhibitor in the process of learning; however, teacher's empathy with the students causes such tranquility that makes them win a victory over the challenges and difficulties. In many cases, this victory enables them to concentrate on their learning and finally reach achievements in their courses. When you behave empathetically in a stressful situation, you act like a model for your students. They might insult due to the situation in which they but through empathizing the teacher may control himself and perceive their feelings and this implies his forgiveness because he, instead, can react exactly the same as the students. Not only does the teacher play a conciliatory role but also he prompts the students to behave similarly. In fact, this empathic behavior attenuates the teacher's plausible anger resulted from the very situation they all are in. Wieseke, Geigenmüller and Kraus (2012) approved the forgiveness which is derived from empathy.

The second research question stated whether there is a statistically significant correlation between Iranian EFL teachers' life satisfaction and their empathy. A statistically significant relationship was found between these two variables, which was parallel with Saricam, Celik, and Koşkun (2015) along with Salovey and Mayer (1990) as well as Poskey (2006) and Meyzari and Dasht Bozorgi's (2016) findings. The only study with consistent findings in the EFL context was Greenier, Derakhshan, and Fathi (2021). A plausible interpretation is that Iranian EFL teachers who are more satisfied with life have the potential to empathize with the students more. In fact, it is implied that thanks to the calmness resulting from a satisfactory life, it is much easier for them to empathize with students as well as have a better understanding of their problems, difficulties and their whole conditions. To have the potential to empathize with others, people are required to enjoy internal tranquility and peacefulness so that they can listen to others' problems and look for some solutions practically possible. Put it another way, those who are capable of empathizing with others without any difficulty have had challenges before in their own life and have overcome them. Being able to overcome the difficulties has made it possible to have the potential to emphasize with others. One of these challenges is assumed to be satisfaction with life. As

stated above, following the bottom-up theories to life satisfaction, a broad range of factors are involved to the whole life satisfaction. Thus, a person who is totally satisfied with his life may have had challenges with each and every of these components and have defeated all of them over a probably long period. All in all, putting all these behind has paved the way for the individual to turn out to be so calm that he can empathize with others. Additionally, such an internal calm state may presumably help the interlocutor who is the students in educational settings to become calm, as well. Accordingly, this empathy can be diffused rapidly and quite a few people can take advantage of.

Conclusion

The study was an attempt to shed light on the Iranian EFL teachers' life satisfaction and empathy levels as well as on the relationship between these two variables. On the basis of the findings of this project, the first conclusion which can be drawn is that the EFL teachers should try to be more satisfied with their life. It is true that life satisfaction may result from both internal and external factors and the external factors are not manageable by the teachers; however, they can do their best to meet the internal requirements so that they become almost satisfied with their life. This life satisfaction, in turn, may have many positive impacts on all aspects of their life whether their family life or professional life. The second conclusion reached from the results of the present study is that empathizing with students can make both the teacher and the students feel happy. When students realize that their teacher is aware of their situation, especially the economic situation nowadays that has made lots of problem for students, they will become encouraged to study more and make their teacher happy in return. Furthermore, this happiness will create a positive attitude towards language learning and they will get more motivated to learn English in the long run. We agree that these two variables are not sufficient to make a teacher become an effective teacher, but entailing to these two variables, EFL teachers have paved at least half the way to change into an effective teacher which is the ideal in every educational setting including the EFL context.

The implications of the study for teachers, learners, educational authorities, and curriculum designers should be taken into account. Teachers' life satisfaction has a chief contribution to teaching and student success. In case teachers are satisfied with their lives, they can teach without any stress, they have enthusiasm for their job and they make attempts to achieve their teaching objectives. This, in turn, may help students reach achievement. As language teachers, it implies that we need to foster empathy in our students by serving as a role model in our behaviors, allowing them to feel the positive effects of empathy so that they in turn are enabled to empathize with others. Generally, teachers have a responsibility to serve as role models for empathic behaviors, modeling empathy through their own relationships with learners and also colleagues. Teachers transfer their empathy through their interactions and particularly through the language they use and their tone of voice. In effect, how they interact with their students can forward potent messages which reveal their attitude and respect for the students and therefore can contribute to the establishment of positive rapport. This in turn can persuade the educational authorities to provide a situation in which EFL teachers enjoy a more satisfactory life so that they can behave more empathetically with their students. Some privileges such as pay rise, company car and paid-leaves can increase the level of life satisfaction among the teachers; hence, they can have more concentration on their teaching. In addition, teachers who empathize with students more can have a better understanding of their problems and difficulties in learning. Many of the problems EFL learners have are psychological; thus, having empathy with them can result in suggesting solutions and, in the long run, disappearance of such problems and therefore

better learning. Overall, learning about EFL teachers' life satisfaction and empathy with their students can result in a better understanding of the problems and difficulties of both teachers and learners which have hindered teaching and learning processes. The last but not the least is the advantage of knowing these factors and their relationship for the curriculum designers. An enormous amount of time, energy, and budget will be saved when the curriculum designers can anticipate some problems that teachers and learners might face with as a result of not adequate empathy and life satisfaction on the part of the teachers. That is to say, they will develop the curriculum in a way to decrease the scope of the problems as much as possible. In fact, they will do their best to consider the intervening factors, their effect on each other and their influence on the teachers and the learners in order to match the materials with the teachers and learners and the situation in which they are.

References

Andreoni, J., & Miller, J. (2002). Giving according to GARP: An experimental test of the consistency of preferences for altruism. *Econometrica, 70*, 737-753. https://www.jstor.org/stable/2692289

Arnold, J., & Murphey, T. (Eds.). (2013). *Meaningful action: Earl Stevick's influence on language teaching*. Cambridge: Cambridge University Press.

Atteberry, A., Loeb, S., & Wyckoff, J. (2013). Do first impressions matter? Improvement in early career teacher effectiveness. *National Bureau of Economic Research Working Paper* No. 19096. Washington, DC: National Bureau of Economic Research.

Bagheri, H. (1994). *A profile for teaching and teaching English in pre-university schools of Sistan and Baluchestan: Problems and solutions* [Unpublished master's thesis]. Shiraz University.

Baron-Cohen, S., & Wheelwright, S. (2004). The empathy quotient: An investigation of adults with Asperger Syndrome or high functioning autism, and normal sex differences. *Journal of Autism and Developmental Disorders, 34,* 163-175. https://doi.org/10.1023/B:JADD.0000022607.19833.00

Berger, P. L. & Luckmann, T. (1996). *The social construction of reality: A treatise in the sociology of knowledge*. Hamondsworth, Middlesex: Penguin Education.

Bjekić, D. (1999) *Profesionalni razvoj nastavnika* [Teachers professional development]. Uzica: Uciteljski fakultet. https://scholar.google.com/scholar?cluster=167911247148472 10614&hl=en&oi=scholarr

Bjekić, D. (2000). Uspes nost u nastavi i empatija nastavnika [Success in teaching and teacher empathy]. *Psihologija, 3*(4), 499-520. http://scindeks-clanci.ceon.rs/data/pdf/0048-5705/2000/0048-57050003499B.pdf?ref=Guzels.TV

Brown, H. D. (2000). *Principles of language learning and teaching* (4th Ed.). New York: Longman.

Buckley, F. (1993). *Empathic climate and learning outcomes: A study of teaching empathy in relation to mathematics learning outcomes* [Unpublished doctoral dissertation]. Dublin City University. http://doras.dcu.ie/18372/

Cozolino, L. (2013). *The social neuroscience of education: Optimizing attachment and learning in the classroom*. New York: Norton.

Dağlı, A., & Baysal, N. (2017). Investigating teachers' life satisfaction. *Universal Journal of Educational Research*, *5*(7), 1250-1256. https://files.eric.ed.gov/fulltext/EJ1147811.pdf

Demirel, H. (2014). An investigation of the relationship between job and life satisfaction among teachers. *Procedia – Social and Behavioral Sciences, 116*, 4925-4931. https://doi.org/10.1016/j.sbspro.2014.01.1051

Deveci Şirin, H., & Şirin, E. F. (2015). The relationshıp between life satisfactıon levels and work alienatıon in physical education teachers. *Asian Journal of Instruction, 3*(2), 1-14. http://paper.researchbib.com/view/paper/70645

Diener, E., & Biswas-Diener, R. (2002). Will money increase subjective well-being? A literature review and guide to needed research. *Social Indicators Research, 57*, 119–69.

Diener, E., Oishi, S., & Lucas, R. E. (2003). Personality, culture, and subjective well-being: Emotional and cognitive evaluations of life. *Annual Review of Psychology*, *54*, 403-425. https://doi.org/10.1146/annurev.psych.54.101601.145056

Diener, E., Oishi, S., & Lucas, R. E. (2009). Subjective well-being: The science of happiness and life satisfaction. In C. R. Snyder & S. J. Lopez (Eds.), *Handbook of positive psychology* (pp. 187-194). New York, NY: Oxford University Press.

Diener, E., Emmons, R., Larsen, R. J., & Griffin, Sh. (1985). The satisfaction with life scale. *Journal of Personality Assessment, 49*(1), 71-75. https://doi.org/10.1207/s15327752jpa4901_13.

Dörnyei, Z., and Murphey, T. (2003). *Group dynamics in the language classroom*. Cambridge University Press.

Folkman, S. (2008). The case for positive emotions in the stress process. *Anxiety Stress Coping, 21*, 3-14.

Frisby, B. N., & Martin, M. M. (2010). Instructor–student and student–student rapport in the classroom. *Communication Education, 59*(2), 146-164.

Gergen, K. J. (2009). *Relational being: Beyond self and community*. Oxford: Oxford University Press.

Gergen K. J., & Gergen M. (2012). *Playing with purpose: Adventures in performative social science*. Walnut Creek, CA: Left Coast Press.

Gibbs, C. (2002). Effective teaching: exercising self-efficacy and thought control of action. Paper presented at the *Annual Conference of the British Educational Research Association*, University of Exeter, England, September.

Gilman, R., & Huebner, E. S. (2006). Characteristics of adolescents who report very high life satisfaction. *Journal of Youth and Adolescence, 35*, 311-319. https://doi.org/10.1007/s10964-006-9036-7

Gkonou, C.., & Mercer, S. (2017). *Understanding emotional and social intelligence among English language teachers*. London: British Council.

Gkonou, C. & Mercer, S. (2018). The relational beliefs and practices of highly socio-emotionally competent language teachers. In S. Mercer & A. Kostoulas (Eds.), *Language teacher psychology* (pp. 158-177). Bristol: Multilingual Matters.

Gordon, M. (2009). *Roots of empathy: Changing the world child by child*. New York: The Experiment.

Greenier, V., Derakhshan, A., & Fathi, J. (2021). Emotion regulation and psychological well-being in teacher work engagement: A case of British and Iranian English language teachers. *System, 97*, 1-18.

Gurney, P. (2007). Five factors for effective teaching. *Journal of Teachers' Work, 4*(2), 89-98.

Harmer, J. (2007). The practice of English language teaching (4th Ed.). London: Pearson Longman.

Headey, B. (2014). Bottom-up versus top-down theories of life satisfaction. In A. C. Michalos (Ed.), *Encyclopedia of quality of life and well-being research*. Dordrecht: Springer. https://www.springer.com/gp/book/9789400707528

Heydari, H. (2012). *The Investigation and Comparison of the Relationship between Life Quality, Hope, and Happiness with Life Satisfaction of the Wives of War-wounded and Ordinary Individuals* (MA Thesis). University of Ferdowsi of Mashhad.

Hicks, A. M., & Diamond, L. M. (2008). How was your day? Couples' affect when telling and hearing daily events. *Personal Relationships, 15*, 205-228. https://doi.org/10.1111/j.1475-6811.2008.00194.x

Hiver, P. (2017). Tracing the signature dynamics of language teacher immunity: A retrodictive qualitative modeling study. *Modern Language Journal, 101*(4), 669-690.

Holmes, E. (2005). *Teacher well-being: Looking after yourself and your career in the classroom*. London: Taylor & Francis.

Howe, D. (2013). Empathy: What it is and why it matters. Basingstoke: Palgrave Macmillan.

Johnson, H., McNally, S., Rolfe, H., Ruiz-Valenzuela, J., Savage, R., Vousden, J., & Wood, C. (2019). Teaching assistants, computers, and classroom management. *Labor Economics, 58*, 21-36. https://doi.org/10.1016/j.labeco.2019.02.006

Killen, R. (2006) *Effective teaching strategies: Lessons for research and practice* (4th Ed.). Thomson, Social Science Press, UK.

Kim, L. E., Dar-Nimrod, I., & MacCann, C. (2018). Teacher personality and teacher effectiveness in secondary school: Personality predicts teacher support and student self-efficacy but not academic achievement. *Journal of Educational Psychology, 110*(3), 309-323. https://doi.org/10.1037/edu0000217

Kortte, K. B., Stevenson, J. E., Hosey, M. M., Castillo, R., & Wegener, S. T. (2012). Hope predicts positive functional role outcomes in acute rehabilitation populations. *Rehabilitation Psychology, 57*(3), 248-255.

Krapu, T. M., Meinke, L., Kramer, L., Friedman, R., & Voda, J. (2006). The life satisfaction survey (LSS): Development of the instrument. *Proceedings of the fourth international coach federation coaching research symposium*. Lexington, KY: International Coach Federation. http://www.krapu4.com/PDF/krapu_meinke_kramer_friedman_voda1.pdf

Krznaric, R. (2014). *Empathy: A handbook for revolution*. Croydon: Rider.

Lamb, M. (2017). The motivational dimension of language teaching. *Language Teaching, 50*(3), 301-346.

Loewe, N., Bagherzadeh, M., Araya-Castillo, L., Thieme, C.,   & Batista-Foguet, J.   M. (2014). Life domain satisfactions as predictors of overall life satisfaction among workers: Evidence   from   Chile. *Social   Indicators   Research*, *118*(1), 71-86. https://doi.org/10.1007/s11205-013-0408-6

Lyubomirsky, S., King, L., & Diener, E. (2005). The benefits of frequent positive affect: Does happiness lead to success? *Psychological Bulletin, 131*(6), 803-855.

McAlinden, M. L. (2012). *Beyond understanding: Intercultural teacher empathy in the teaching of English as an additional language* (PhD thesis). Graduate School of Research, The University of Western Australia.

McConnell, H. K., & Stull, L. (2017). Hope, life Satisfaction, and motivation. Modern *Psychological Studies, 23*(1), 1-18. https://scholar.utc.edu/mps/vol23/iss1/1

Mercer, S. (2016). Seeing the world through your eyes: Empathy in language learning and teaching. In P. D. MacIntyre, T. Gregersen, & S. Mercer (Eds.), *Positive psychology in SLA* (pp. 91-111). Bristol: Multilingual Matters.

Mercer, S., & Gkonou, C. (2017). Teaching with heart and soul. In T. Gregersen & P. D. MacIntyre (Eds.), *Innovative practices in language teacher education* (pp. 103-124). New York: Springer.

Meshcheryakov, B. G., & Zinchenko, V. P. (2004). *Bolshoi psihologichesky slovar* [Big psychological glossary]. Moscow: Olma Press.

Meyzari, A., R., & Dasht Bozorgi, Z. (2016). The relationship of altruistic behavior, empathetic sense, and social responsibility with happiness among university students. *Research Press, 4*(1), 51-56. http://jpcp.uswr.ac.ir/article-1-262-en.html

Morelli, S. A., Lieberman, M. D., & Zaki, J. (2015). The emerging study of positive empathy. *Social and Personality Psychology Compass, 9*(2), 57-68. https://doi.org/10.1111/spc3.12157

Nemati, Sh., & Mehdipour Maralani, F. (2016). The relationship between life satisfaction and happiness: The mediating role of resiliency. *International Journal of Psychological Studies, 8*(3), 194-201. http://dx.doi.org/10.5539/ijps.v8n3p194

Nezlek, J. B., Feist, G. J., Wilson, F. C., & Plesko, R. M. (2001). Day-to-day variability in empathy as a function of daily events and mood. *Journal of Research in Personality, 35*, 401-423. https://doi.org/10.1006/jrpe.2001.2332

Nickerson, A. B., & Nagle, R. (2004). The influence of parent and peer attachments on life satisfaction in middle childhood and early adolescence. *Social Indicators Research, 66*, 35-60. https://doi.org/10.1023/B:SOCI.0000007496.42095.2c

Oxford, R. L. (2016). Toward a psychology of well-being for language learners: The empathic vision. In P. D. MacIntyre, T. Gregersen, & S. Mercer (Eds.), *Positive psychology in SLA* (pp. 10-87). Bristol: Multilingual Matters.

O'Sullivan, G. (2011). The relationship between hope, eustress, self-efficacy, and life satisfaction among undergraduates. *Social Indicators Research, 101*(1), 155-172.

Parchomiuk, M. (2018). Teacher empathy and attitudes towards individuals with disabilities. *International Journal of Disability Development and Education, 66*(4), 1-14. https://doi.org/10.1080/1034912X.2018.1460654

Pavot, W., & Diener, E. (2008). The satisfaction with life scale and the emerging construct of life satisfaction. *The Journal of Positive Psychology*, *3*(2), 137-152. https://doi.org/10.1080/17439760701756946

Peterson, C. (2006). *A primer in positive psychology*. Oxford: Oxford University Press.

Poskey, M. (2006). The importance of emotional intelligence in the workplace: Why it matters more than personality. Retrieved April 2019, from https://www.rosewoodcoaching.com/pdf/ImportanceOfEmotional Intelligence.pdf

Qiao, Y., & Lina, Ch. (2019). An investigation and research on life satisfaction of rural teachers in China. *US-China Education Review A, 9*(4), 192-201. https://doi.org/10.17265/2161-623X/2019.04.004

Rahimi, M. (1996). *The study of English language instruction at the secondary schools of the Isfahan province* [Unpublished master's thesis]. Shiraz University.

Rask K, Astedt-Kurki, P., & Laippala, P. (2002). Adolescent subjective well-being and realized values. *Journal of Advanced Nursing, 38*, 254-263.

Rasoal, Ch., Jungert, T., Hau, S., & Andersson, G. (2011). Ethnocultural versus basic empathy: Same or different? *Psychology, 2*(9), 925-930. https://doi.org/ 10.4236/psych.2011.29139

Saadat, M. (1995*). An investigation into the problems of teaching and learning English in the guidance and high schools of Fars province* [Unpublished master's thesis]. Shiraz University.

Şahin, Ş. (2008). Levels of burnout and life satisfaction of physical education teachers [Unpublished master's thesis]. Mersin University.

Şahin, Ş. (2010). Teacher candidates' attitudes towards teaching profession and life satisfaction levels. *Procedia-Social and Behavioral Sciences, 2*(2), 5196- 5201. https://doi.org/10.1016/j.sbspro.2010.03.845

Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition, and Personality*, *9*, 185-211. https://doi.org/10.2190/DUGG-P24E-52WK-6CDG

Saricam, H., Celik, I., & Coşkun, L. (2015). The relationship between emotional intelligence, hope and life satisfaction in preschool preserves teacher. *The International Journal of Research in Teacher Education, 6*(1), 1-9. http://ijrte.eab.org.tr/media/volume6/issue1/h_saricam.pdf

Schmitter, C., Zisselman, M., & Woldow, A. (2003). Life satisfaction in centenarians residing in long-term care. Annals of Long Term Care, 7(2), 437-442.

Siahpush, M., Spittal, M., & Singh, G. K. (2008). Happiness and life satisfaction prospectively predict self-rated health, physical health, and the presence of limiting, long-term health conditions. *American Journal of Heal Promotion: AJHP, 23*(1), 18-26. https://doi.org/10.4278/ajhp.061023137

Stebletsova, A. O., & Torubarova, I. I. (2017). Empathy development through ESP: A pilot study. *Journal of Educational, Cultural and Psychological Studies, 16*, 237-249. http://dx.doi.org/10.7358/ecps-2017-016-steb

Steel, P, Schmidt, J., & Shultz, J. (2008). Refining the relationship between personality and subjective well-being. *Psychological Bulletin, 134*, 138-161. https://doi.org/10.1037/0033-2909.134.1.138

Stojiljković, S., Djigić, G., & Zlatković, B. (2012). Empathy and Teaching Roles. *Procedia - Social and Behavioral Sciences, 69,* 960-966. https://doi.org/10.1016/j.sbspro.2012.12.021

Stojiljković, S. Stojanović, A., & Dosković, Z. (2011). Moral reasoning and empathy in Serbian teachers. *Education and Educational Psychology ICEEPSY*, Istanbul, Turkey, Abstracts, p. 133-134.

Suldo, S. M., & Huebner, E. S. (2006). Is extremely high life satisfaction during adolescence advantageous? *Social Indicators Research, 78*, 179-203. https://doi.org/10.1007/s11205-005-8208-2

Suldo, S. M., Riley, K. N., & Shaffer, E. J. (2006). Academic correlates of children and adolescents' life satisfaction. *School Psychology International, 27*, 567-582.

Sürücü, A. (2014). Evaluation of life satisfaction among guidance teachers with respect to certain variables. *Proceedings of international academic conferences 0201638*. International Institute of Social and Economic Sciences. https://ideas.repec.Org/p/sek/iacpro /0201638.html

Stronge, J. H., Tucker, P. D. & Hindman, J. L. (2004). *Handbook for qualities of effective teachers*. Association for Supervision and Curriculum Development, Alexandria, VA, USA.

Underhill, A. (2013). The inner workbench: Learning itself as a meaningful activity. In J. Arnold and T. Murphey (Eds.), *Meaningful action: Earl Stevick's influence on language teaching* (pp. 202–218). Cambridge: Cambridge University Press.

UNICEF (2001). *Primary education in the Federal Republic of Yugoslavia*, Belgrade: UNICEF Belgrade Office. https://www.unicef.org/evaldatabase/files/FRY_01-013.pdf

Valois, R. F., Zuling, K. J., Huebner, E. S., & Drane, J. W. (2004). Physical activity behaviors and perceived life satisfaction among public high school adolescents. *Journal of school health*, *74*(2). http://dx.doi.org/10.1111/j.1746-1561.2004.tb04201.x

Wieseke, J., Geijenmüller, A., & Kraus, F. (2012). On the role of empathy in customer-employee interactions. *Journal of Service Research, 15*(3), 316-331. https://doi.org/10.1177/1094670512439743

Yap, B., & Sim, C. (2011). Comparisons of various types of normality tests. *Journal of Statistical Computation and Simulation, 81*(12), 2141-2155. https://doi.org/10.1080/00949 655.2010.520163

Yılmaz, E., & Şahin, M. (2009). A study into life satisfaction levels of the teachers working at primary education in terms of some variables. *E-Journal of New World Sciences Academy, 4*(4), 1404-1414. https://dergipark.org.tr/tr/download/article-file/185894