A Study on the Impact of Emotional Intelligence on Quality of Life among Secondary School Teachers

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Abstract

Emotional Intelligence (EI) is defined as the capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically. Daniel Goleman can be considered as the father of EI as he has extensively studied EI. The quality of life (QOL) is best defined as the general well-being of individuals and societies, outlining negative and positive features of life. QOL observes complete life satisfaction, including everything from physical health, family, education, employment, wealth, religious beliefs, finance and the environment. The objective of this study is to find out the relationship between emotional intelligence and quality of life. In the present study, the sample consists of 60 secondary school teachers’ from Hyderabad within the age range of 20 to 60 years. They were divided into 30 teachers with high emotional intelligence and 30 with low emotional intelligence using emotional intelligence scale by Shutte, 1998. Then, The Quality of Life Scale given by WHO was administered to these two groups. Co-relational Analysis and t-ratio was used to test the significant difference between both the groups. The result shows that there is a difference in the quality of life levels in the two groups. It was proved that teachers with low emotional intelligence have poor quality of life and the teachers with high emotional intelligence have high quality of life. The results also show a positive correlation between emotional intelligence and quality of life.

Keywords: Quality of Life, Emotional Intelligence and Secondary School Teachers.
INTRODUCTION

Broadly thinking, education is said to be best imparted by teachers, educators or preachers. As understood, teacher is a professional or non professional person or thing that teaches something; especially: a person whose job is to teach students about certain subjects. There are many names; a teacher may be called as educator, tutor, instructor, master, mistress, governess, educationist, and preceptor. It is proved that the importance of a teacher is just like an architect of our future generations demands that only the best and the most intelligent and competent members of our intelligentsia be allowed to qualify for this noble profession.

According to Aristotle, “Those who educate children well are more to be honoured than they who produce them; for these only gave them life, those arts of living well.” Emotional Intelligence (EQ) is best defined by Wikipedia as the ability to identify, use, understand and manage emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges, and defuse conflicts. Emotional intelligence impacts many different aspects of your daily life, such as the way you behave and the way you interact with others. Therefore, if you have emotional intelligence you are able to recognize your own emotional state and the emotional states of others, and engage with people in a way that draws them to you. Hence, you can use this understanding of emotions to relate better to other people, from healthier relationships, achieve greater success at work, and lead a more fulfilling life.

It has been realized by many that for a balanced successful life, intelligence is a prerequisite. Charles Darwin (1872) speculated that emotions must be the key to the survival of the fittest. Hence for an effective living it is not just intelligence but it may need to be coupled with emotions as well. Thus emotional intelligence plays an important role in the life of all individuals, be it in the work environment or in the personal life. EI accounts for about 80% of a person’s success in life (Goleman 1995). EI is one of the important behaviour construct contributing to the performance (Goleman, 1995, 1998) and to the work related behaviour and job satisfaction (Cooper and Sawaf, 1997).

Quality of life is a meaningful achievement and enjoyment in everyday life. According Robins (1990) QWL is “a process by which an organization responds to employee needs by developing mechanism to allow them to share fully in making the decisions that design their lives at work”. Goodale, Hall, Burke and Joyner (1975) conducted studies in which they asked the respondents as how would they define the phrase ‘Quality of life’ and many said that “quality of life” means psychological well being, the work environment, realizing or working towards one’s aim in life and the social environment provided other people.
Reyan (1995) believes that most studies done on the quality of work in 60’s focused on psychology of individuals and their perception of the industrial environment. He sets forth that the term, “quality of work life” was proposed in an International Conference in New York in 1972 which emphasized a role for knowledge in coherent theory on how to create better conditions for working life. Thus it appears that there exist a conceivable nexus between emotional intelligence and the quality of work life. Hence this study aimed at finding the correlation between the emotional intelligence and quality of work life, especially among the employees in the educational institutions as it is one sector of employment where it is said quality of work life at times is very challenging.

Quality of life (QOL) is said to be the general well-being of individuals and societies. The quality of work life has been so important that it can be called an intellectual movement. (Shirkovand, 2007). Emotional intelligence is proved to improve the quality of life of a teacher, by helping tremendously in many areas such as to be less impulsive and control, your temper better, in coping more effectively with stress and speaking up for yourself with confidence, in letting someone know when you’re feeling uncomfortable and in setting clear boundaries with bullies, being more positive about yourself and make better decisions, in getting yourself motivated and maintain momentum, to interact better with others, positively influence people and being emotional resilient. High EQ will enhance your professional life. No matter what challenges you have faced in the past, no matter what mistakes you have made up to this point, nor how long you have waited to cultivate a higher level of EQ, you can start right now, from wherever you are in life, and begin building high EQ.

REVIEW OF LITERATURE

Emadzadeh.M.K, Khorasani.M, Nematizadeh.F, (2012) conducted a research study on assessing the quality of work life of primary school teachers in Isfahan city. The method of this study is descriptive-survey and the statistical population was composed of 862 teachers in Isfahan city and 120 samples were selected based on statistical estimates and simple random sampling. The data collection instrument is a questionnaire and the reliability coefficient of questionnaire based on Cronbach’s alpha coefficient was calculated 87% which is significant at alpha 1%. In this study, the quality of work life and its components has been studied based on demographic variables of gender, marital status, education level and work experience of teachers. For data analysis techniques, descriptive statistics (mean, percentage, frequency, standard deviation) and inferential statistics (One sample t test, independent-samples t test, Levin test and ANOVA) is used and SPSS software was used for this purpose.

reveals that voice problems are more common in teachers due to intensive voice use during routine at work. There is evidence that occupational disphonia prevention programs are important in improving the quality voice and consequently the quality of subjects lives.

Ribas. T.M, Penteado.R.Z, Tulio.M. Zapata.G (2014) conducted a study of life related with the voice of teachers: exploratory systematic review of literature. The objective of this study was to verify, through a systematic revision of literature, the existents studies on quality of life concerning to the voice of professors. The quality of life in voice was the most widely used instrument with teachers, and the physical domain of instrument was the one which impacted in a negative way in the quality of life concerning to the voice, considering speaking loud in noisy environments and the air finishes fast and needs to breath many time while speaks. It had certain difficulty at the moment of the analyses of the articles, since that it had not presented similar standardization of techniques and criterion. There is the necessity of increasing the studies of quality of life concerning to the voice of the professor in the different levels of education and types of schools.

Mentz and Kobus (2007) conducted a study on charge and the quality of work –life of teachers in rural schools in South Africa. According to them rural schools in South Africa are often found on farms. These “farm schools” are usually erected by the farmer to educate the children of farm labourers. While officially public schools, farm schools are on private property and maintained through private funds. A study to determine the quality of the work-life of teachers on farm schools in South Africa during this period of change surveyed 60 teachers in 15 farm schools in 1 school district. Findings indicate that teachers in rural schools are generally satisfied with their circumstances and enjoy teaching; teachers are proud of their schools and have good relationships with students; teachers are proud to be teachers; there is low level of frustration among teachers in rural schools; teachers in farm schools have a send of belonging to a community; teachers seem to be satisfied with classroom size, physical facility, and teacher-student ration; support received by teachers from the principal is insufficient; principals do not play a big role in determining whether teachers experience the organizational climate as positive or negative; principals may experience uncertainty about their positions since the farmer owns the school and students are children of farm employees.

Kalantari. P, Moghani.H.M, Taghibigloo.N, Honari.H. (2014) conducted a study on the relationship between emotional intelligence and physical education teachers working life quality in Zanjan. This research is conducted to determine the relationship between emotional intelligence and its components and quality of working life of physical education trainers in Zanjan province. After estimating the reliability and also validity of the questionnaires, the questionnaire of personal information, standard questionnaire of Sibre Yashrings emotional intelligence and
standard questionnaire of Waltons quality of working life, 95 questionnaire
distributed among the physical education teachers, however 92 questionnaire included
in statistical analyze. The results of analyzing research data show that there is
significant relationship between emotional intelligence and quality of working life of
physical education teachers (r=0.346, P=0.01). Also there is a significant relationship
between amount of self-regulation and quality of working life of physical education
teachers (r=0.208, P=0.05). There is a significant relationship between amount of self-motivation and quality of working life of physical education teachers (r=0.251, P=0.05). There is a significant relationship between amount of empathy and quality of physical education teachers (r=0.309, P=0.01). There is a significant relationship between social skills and quality of working life of physical education teachers (r=0.319, P=0.01). Also results obtained from step-to-step regression analysis showed
that the emotional intelligence is a meaningful forecasting for quality of working life
and can explain 0.12 changes of quality of working life (β=0.35).

emotional intelligence and life satisfaction among university teachers. This study
examined the relationship between Perceived Emotional Intelligence (PEI) and Life
Satisfaction in university teachers. To assess the nature of these relationships and to
predict the factors implied on life satisfaction, positive and negative effect, work
satisfaction and Alexithymia measures were used. 52 universities (30 men and 22
women) completed the Spanish version of the Trait Meta-Mood Scale for emotional
intelligence (TNMS, Fernandez-Berrocal, Extremera-Sanchez, 1996), and life
satisfaction was measured by SWLS (Diaz Morales, 2001). Also, Work Satisfaction
Scale was used (JWS, Grajales & Araya, 2001). Our results yield a strong correlation
between life satisfaction and TMMS subscales (emotional Clarity and emotional
Repair), TAS-20 subscales (difficulty to describe emotions and external oriented
thinking), and Work Satisfaction Scale. These results support the incremental validity
of self-report measures, as the TMMS, and the capacity of constructs related to
emotional intelligence to explain the differences on life satisfaction independently
from personality traits and mood states constructs.

RESEARCH METHODOLOGY

STATEMENT OF THE PROBLEM:
To study the relation between emotional intelligence and quality of life among
secondary school teachers

OBJECTIVES:
1. To study the level of emotional intelligence among secondary school teachers.
2. To find out the level of quality of life among secondary school teachers.
3. To find out whether there is any difference in the level of quality of life among secondary school teachers with high and low emotional intelligence.

4. To determine the relation between emotional intelligence and quality of life among secondary school teachers.

HYPOTHESES:

1. There will be moderate level of emotional intelligence among secondary school teachers.

2. There will be moderate level of quality of life among secondary school teachers.

3. There will be differences in the level of quality of life among secondary school teachers with high and low emotional intelligence.

4. There will be relation between emotional intelligence and quality of life among secondary school teachers.

VARIABLES:

- Emotional Intelligence
- Quality of Life

SCALES USED:

1. EMOTIONAL INTELLIGENCE SCALE:

   The Emotional Intelligence Scale used in the present study is given by Schuttle et al, and her colleagues in the year 1998. The SSEIT includes a 33 item self report using five point scale that are strongly disagree, disagree, undecided, agree and strongly agree. The 33 items in this scale is generated based on the trait model of emotional intelligence. The six dimensions of this scale are appraisal of other emotions, appraisal of own emotions, emotional regulations, social skills, utilization of emotions and optimism.

2. QUALITY OF LIFE SCALE:

   To assess the teachers life another standardized scale is used in the present study called the quality of life scale. WHOQOL-BREF is an abbreviated generic Quality of Life Scale developed through the World Health Organization. The WHOQOL-BREF instrument comprises 26 items, which measure the following broad domains: physical health, psychological health, social relationships, and environment. This scale includes totally twenty six questions to assess teacher’s
quality of life, health or other areas of teacher’s life. Subjects are asked to answer in the form of circling the given option which they feel is correct according to their life styles. This is a five point rating scale 1. Very poor, 2. Poor, 3. Neither poor nor good, 4. Good and the last 5. Very good.

SAMPLE:
The sample in this study consists of 60 secondary school teachers in Hyderabad who were selected for the study using random sampling technique. The age range was between 20 and 60 years. The total sample was divided into two groups of 30 high emotional intelligent and 30 low emotional intelligent using Emotional Intelligence Scale by Shutte, 1998.

PROCEDURE:
The present study includes 60 secondary school teachers’ from the city of Hyderabad within the age range of 20 to 60 years. These teachers were divided into two groups of 30 each. One group includes teachers with high emotional intelligence and second group includes 30 teachers with low emotional intelligence. The Emotional Intelligence Scale was used to measure the emotional intelligence of secondary school teachers. It is design by Shutte in the year 1998. Then, The Quality of Life Scale was administered to these two groups. The responses were scored and analysed using statistical techniques like mean, standard deviation, t-ratio and correlation.

RESULTS AND DISCUSSIONS:

**Table- 1: LEVEL OF EMOTIONAL INTELLIGENCE AMONG SECONDARY SCHOOL TEACHERS. (N=60)**

<table>
<thead>
<tr>
<th>Components of Emotional Intelligence</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appraisal of Others Emotions</td>
<td>24.27</td>
<td>9.20</td>
</tr>
<tr>
<td>Appraisal of Own Emotions</td>
<td>16.91</td>
<td>5.31</td>
</tr>
<tr>
<td>Emotional Regulation</td>
<td>18.32</td>
<td>4.82</td>
</tr>
<tr>
<td>Social Skills</td>
<td>18.42</td>
<td>5.45</td>
</tr>
<tr>
<td>Utilization of Emotions</td>
<td>23.17</td>
<td>7.93</td>
</tr>
<tr>
<td>Optimism</td>
<td>13.12</td>
<td>4.59</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>114.4</strong></td>
<td><strong>18.18</strong></td>
</tr>
</tbody>
</table>
Table 1 and graph 1 clearly reveals that the level of emotional intelligence measured by the emotional intelligence scale by Shutte. The different components of EIS have different mean and standard deviation. The total mean of emotional intelligence of the sample is slightly below the average score. Hence the overall emotional intelligence of the sample is below the average level. The mean of appraisal of others emotions and social skills are higher than the average score whereas the mean of appraisal of own emotions, emotional regulation, utilization of emotions and optimism are lesser than the average score.

Thus, the hypothesis there will be moderate level of emotional intelligence among secondary school teachers is not accepted.

Table- 2: LEVEL OF QUALITY OF LIFE AMONG SECONDARY SCHOOL TEACHERS (N=60)

<table>
<thead>
<tr>
<th>Components of Quality of Life Scale</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall QOL and General Health</td>
<td>7.12</td>
<td>2.72</td>
</tr>
<tr>
<td>(Domain 1) Physical Health</td>
<td>20.22</td>
<td>7.26</td>
</tr>
<tr>
<td>(Domain 2) Psychological Health</td>
<td>16.85</td>
<td>6.45</td>
</tr>
<tr>
<td>(Domain 3) Social Relationships</td>
<td>9.2</td>
<td>3.2</td>
</tr>
<tr>
<td>(Domain 4) Environment</td>
<td>22.7</td>
<td>8.53</td>
</tr>
<tr>
<td>Total</td>
<td>76.08</td>
<td>15.6</td>
</tr>
</tbody>
</table>
Table 2 shows that the level of quality of life measured by the Quality of Life Scale by WHO. The different components of QOL resulted in different mean and standard deviation. It is seen that the secondary school teachers are high in Domain 1 that is in Physical Health and Domain 4 (Environment) whereas the secondary school teachers are low in Overall quality of life and general health and Domain 3 that is Social Relationships.

Thus, the hypothesis there will be moderate level of quality of life among secondary school teachers is not accepted.

<table>
<thead>
<tr>
<th>COMPONENTS OF QUALITY OF LIFE SCALE</th>
<th>TEACHERS ON HIGH EMOTIONAL INTELLIGENCE (N=30)</th>
<th>TEACHERS ON LOW EMOTIONAL INTELLIGENCE (N=30)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEAN</td>
<td>STANDARD DEVIATION</td>
<td>MEAN</td>
</tr>
</tbody>
</table>

Table 3: Differences in the level of quality of life based on high and low emotional intelligence of secondary school teachers in Telengana district.
Table -3 expresses the differences in the level of quality of life among low emotional intelligence group and high intelligence group. M1 is considered as mean of teachers high in emotional intelligence and M2 is the mean of teachers with low emotional intelligence. Teachers with high emotional intelligence are high in physical health and environment and low in overall quality of life and general health components of quality of life scale. Teachers with low emotional intelligence are high in physical health and environment and low in social relationships component of quality of life scale.
The t-ratio values of overall QOL and general health, physical health, psychological 
health, social relationships and environment are less than 1.96 hence there is no 
significant difference in these variables between high emotional intelligent and low 
emotional intelligent groups of secondary school teachers.

Thus, the hypothesis there will be differences in the level of quality of life among 
secondary school teachers with high and low emotional intelligence is rejected.

**TABLE- 4: CORRELATION BETWEEN EMOTIONAL INTELLIGENCE 
AND QUALITY OF LIFE AMONG SECONDARY SCHOOL TEACHERS**

<table>
<thead>
<tr>
<th>Quality of Life Scale</th>
<th>Emotional Intelligence Scale</th>
<th>Overall</th>
<th>General Health</th>
<th>1: Physical Health</th>
<th>2: Psychological Health</th>
<th>3: Social Relationships</th>
<th>4: Environment</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Appraisal of Others Emotions</td>
<td>0.0</td>
<td>-0.2</td>
<td>0.1</td>
<td>0.0</td>
<td>0.1</td>
<td>0.0</td>
<td><strong>0.0</strong></td>
</tr>
<tr>
<td></td>
<td>Appraisal of Own Emotions</td>
<td>0.1</td>
<td>0.0</td>
<td>0.0</td>
<td>-0.2</td>
<td>-0.2</td>
<td>-0.2</td>
<td><strong>-0.1</strong></td>
</tr>
<tr>
<td></td>
<td>Emotional Regulation</td>
<td>-0.1</td>
<td>0.2</td>
<td>0.2</td>
<td>0.1</td>
<td>-0.1</td>
<td>0.1</td>
<td><strong>0.1</strong></td>
</tr>
<tr>
<td></td>
<td>Social Skills</td>
<td>0.1</td>
<td>0.0</td>
<td>-0.2</td>
<td>0.1</td>
<td>-0.2</td>
<td>-0.2</td>
<td><strong>-0.1</strong></td>
</tr>
<tr>
<td></td>
<td>Utilization of Emotions</td>
<td>-0.1</td>
<td>0.0</td>
<td>-0.1</td>
<td>0.1</td>
<td>0.1</td>
<td>0.0</td>
<td><strong>0.0</strong></td>
</tr>
<tr>
<td></td>
<td>Optimism</td>
<td>-0.2</td>
<td>0.2</td>
<td>0.2</td>
<td>0.0</td>
<td>0.0</td>
<td>0.2</td>
<td><strong>0.2</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>0.7</strong></td>
<td><strong>2.2</strong></td>
<td><strong>3.3</strong></td>
<td><strong>4.1</strong></td>
<td><strong>4.7</strong></td>
<td><strong>0.0</strong></td>
<td></td>
</tr>
</tbody>
</table>

According to table 4 all the values lies below 0.4 hence the correlation between 
emotional intelligence and quality of life among secondary school teachers is found to 
be low correlation. All the subscales of quality of life scale are less correlated with the 
subscales of emotional intelligence scale.

Thus, the hypothesis there will be relation between emotional intelligence and quality 
of life among secondary school teachers is partially accepted.
CONCLUSION:
The present study shows that the teachers with high emotional intelligence have quite high quality of life and the teachers with low emotional intelligence have less quality of life. This study proved that teachers with high emotional intelligence manage well with their intrapersonal and interpersonal relationships than the teachers with low EI. The teachers with low emotional intelligence need to enhance their EI and develop various strategies to manage and raise their quality of life.

The result of another thesis done by Kharazian (2006) entitled the “relationship between quality of life and high school female principals’ performance in Tehran” showed that there was a significant relationship between the quality of work life and principals’ performance.

Ramezani (2004) studied the relationship between principals’ quality of life and their performance in high schools of the city of Hamedan in Iran and concluded that if the quality of working life increases, performance will improve. Shahrashob (2006) did his thesis on the "relationship between quality of work life and organizational commitment among high school teachers in Gonbadkavus city in Iran”. The findings indicated that there was a positive relationship.

LIMITATIONS:
- Family background of the teachers was not taken into consideration.
- The findings of this research cannot be applied to the whole population as the data collection was done from a confined area.
- Salaries and work experience of the teachers were not taken into consideration in the present study.

REFERENCES:


