

Impact of Emotional Intelligence and Psychological Well-being in Teachers Life Satisfaction

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ABSTRACT: This study aims to identify and analysed the influence of psychological well-being of teachers on their life satisfaction. This research uses 100 samples of teachers from various schools across Uttar Pradesh (India). Research variable consist of emotional intelligence and psychological well-being as independent variables and life satisfaction as dependent variable. Today many countries are struggling with teacher's mental ill-health problems. In India teachers experience multiple, complex and constantly changing requirements within the teaching context, which contributes to high levels of stress. They are often faced with different challenges than those in more developed countries. For example, a lack of sufficient resources is a common occurrence in schools in India. Furthermore, teachers regularly engage in multiple roles and are more than ever responsible for the academic progress of their students. Teaching is a highly stressful occupation and teachers suffer from more mental health problems as compared to other professions. Some reasons provided for the occurrence of this include long working hours, high workloads, lack of discipline and respect from learners, and the new Indian curriculum, enforcing learner-centered or cooperative teaching methods. Consequences of teachers experiencing high levels of stress have ultimately resulted in shortage of skilled teachers. Therefore, promoting the well-being of teachers is crucial. There is a need to invest in teacher's psychological well-being, in order to reduce the occurrence and consequences of stress in the workplace. The central role that emotions play in the stress process is increasingly recognised. It is said that an individual will experience stress and strain, if they perceive the situation as negative or stressful. For this reason, emotional intelligence (EI) has led to a new focus on the role of emotions in the workplace. More specifically, EI involves expressing, recognising, understanding and managing emotions. To this end, a survey was conducted within primary and secondary schools in the state of Uttar Pradesh, India. The findings of this study demonstrated a positive co-relation between emotional intelligence and psychological well-being of teachers on their life satisfaction.

KEYWORDS: Emotional Intelligence, Psychological Well-being, Teacher life satisfaction

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I. INTRODUCTION

To be a teacher is hard work, it requires a lot of coping up of adverse events **Bauer et al (2018)**. Teaching is a highly stressful occupation and teachers suffer from more mental health problems as compared to other professions **Van et al (2015)**. Researches have shown that the incidence of neurological diseases among teachers was 55% (**Moghadam B, 2003**). Factors such as class size, student misbehavior, high workload, changes in education system, low occupational image, and lack of support from colleagues and school heads can put teachers' mental health at risk and can have negative effects on the teachers' work performance and psychological well-being **S. Yoon et al (2002)**, **Kyriacou et al (2010)**, **Abel et al (1999)** **Boyle et al (1995)**. Today many countries are struggling with teacher's mental ill-health problems. In India teachers experience multiple, complex and constantly changing requirements within the teaching context, which contributes to high levels of stress. They are often faced with different challenges than those in more developed countries. For example, a lack of sufficient resources is a common occurrence in schools in India. Teachers must also develop and maintain an effective working relationship with their colleagues and supervisors for purposes of social support and assistance in administrative involvement **Hsiang et al (2016)**. Furthermore, teachers regularly engage in multiple roles and are more than ever responsible for the academic progress and personal development of their students. Parental pressure and expectations from teachers have also led to increase in work pressure and stress amongst teachers. Consequences of teachers experiencing high levels of stress has resulted in shortage of skilled teachers. It is reported that an estimate of up to 40% of novice teachers are leaving the profession after just five years of teaching and 9.3% are leaving within the first year **Weiss et al (1999)**. Thus promoting the psychological well-being of teachers is crucial and the need of the hour.

- **Psychological Well-being**

Psychological well-being has been widely studied and has been conceptualized in various ways. Psychological well-being can be conceptualized according to emotional, physical, cognitive, spiritual, individual and social processes.

Psychological well-being is a social and psychological need or freedom that gives personal growth **Asmawati, Asmah and Zaini (2009)**. Psychological well-being is one's capability to cope with stress, avoid conflict, increase calm, motivation and self-confidence in life (**Norsayyidatina, 2017**). Theoretical dimensions of positive psychological health from Riff's point of view include independence, environmental mastery, individual growth, positive relationships with others, the purpose of life, and acceptance (**Mount, Boston & Cohen, 2007**).

Psychological well-being requires understanding the existential challenges of life. The psychological well-being approach examines the evolution observed against the existential challenges of life, and heavily emphasizes human development, such as pursuing meaningful goals, transforming and advancing as a person, and establishing quality relationships with others. An extensive collection of research literature from the 1950s and 1960s has been devoted to analyze the challenges and fundamental problems of life (**Urhahne & Zhu, 2015**).

The World Health Organization defines psychological well-being as "Complete physical, social, psychological well-being, and the absence of illness and weakness, the ability to communicate in harmony with others and change the individual and social environment.

- **Emotional Intelligence**

The term emotional intelligence was popularised in the mid 90s by journalist Daniel Goleman's book, *Emotional Intelligence: Why It Can Matter More Than IQ*. The book's claims that emotional intelligence is more important than IQ is a source of debate among psychologists, but it does look as if emotional intelligence could be a factor in academic achievement. Emotional Intelligence refers to "an ability to recognise the meaning of emotions and their relationships; and to reason and problem-solve on the basis of them" (**Mayer, Caruso and Solovey (1999) quoted in Vialle, Lysaght & Verenikina 2005:202**). EI is the ability to understand your own emotions and those of people around you. The concept of emotional intelligence means you must have a self-awareness that enables you to recognize feelings and manage your emotions. Emotion refers to a feeling state or felt-tendency - It is similar to waves of the sea, totally unpredictable of its power and strength, some time it may take you along. Why Emotional Health is important for teachers, is a simple question as it can be answered in one single line just like a sad designer can't design beautiful portrait similarly a teacher with unstable emotional state of mind cannot motivate students. Emotional intelligence can be said to cover five main areas: self-awareness, emotional control, self-motivation, empathy and relationship skills. It is, of course, important for good communication with others – and is therefore a gateway to better learning, friendships, academic success and employment.

- **Life Satisfaction**

Life satisfaction is a cognitive/judgmental process and is defined as the general evaluation of life qualities according to the criteria that the individuals select on their own **Diener, E. et al. (1985), Shin, D et al. (1978), Diener, E et al. (1997)**. In general, life satisfaction is evaluation of the quality of life by the individual according to criteria that he/she determines (**Shin & Johnson, 1978**). In fact, life satisfaction reflects these issues to what extent basic needs have been met and to what extent other types of goals are achievable goals. Life satisfaction can be defined as the level of the positive development of all qualities of life as a whole **Veenhoven, R. (1996)**. The main factors affecting life satisfaction can be sorted in this way: Freedom to make decisions, democracy, being open-minded, being active, financial stability, the feeling of the control of one's own life in his/her own hand, being physically and spiritually sound, being married, having good relationships with family and friends, playing sports, feeling secure having good social circle, positive individual identity (**Khakoo, 2004; Dockery, 2004**).

RESEARCH OBJECTIVES:

- **This study aims to investigate the impact of emotional intelligence and psychological well being on the life satisfaction of school teachers.**

II. RESEARCH METHODOLOGY:

This study was a descriptive-correlative and descriptive-applied. In this study, psychological well-being and spiritual intelligence were independent variables, and variable of teacher performance was a dependent variable. The statistical population of the study consisted of 100 teachers working in Primary and Secondary Schools of Uttar Pradesh. To ensure the accuracy of the results, three standard questionnaires were

used to collect information, i.e. Emotional Intelligence Questionnaire; Scale of Psychological Well-being; and Life Satisfaction Scale.

- **Emotional Intelligence Scale**

In this study, Emotional Intelligence Scale (EIS) (Developed and standardized by Singh, 2004) was used to measure the emotional intelligence variable. This questionnaire is in the Likert range (I strongly agree (score 5), I agree (grade 4), I disagree (score 2), I strongly disagree (score 1)). The questionnaire has 4 levels of general thinking and trust, the ability to deal with problems, ethical issues and self-awareness and work commitment and interest.

- **Scale of Psychological Well-Being**

The Scale of Psychological Well-being was created by **Carroll Reiff in 1989**. This scale covers 84 questions and six factors. To investigate the validity of the tool and measure its relationship with the personality traits and also the psychological well-being index, Reiff used measures such as Bradburn's Scale of Psychologic Well-Being (also known as The Affect Balance Scale) and Rosenberg Self-Esteem Scale. This questionnaire is in the Likert range (I totally agree (score 5), I agree (grade 4), I have no idea (score 3), I disagree (score 2), I totally disagree (score 1)).

- **Life Satisfaction Scale**

This scale was developed by Diner and his colleagues in 1985 and consists of five propositions that measure the cognitive component of the subject's well-being. The subjects say that, e.g. they are happy with their lives or how close they are to their ideal life. Each statement has seven options that are scored from 1 to 7. This scale is available as a group. In this research, Cronbach's alpha was used to obtain the reliability of the questionnaire, which was 0.81 which indicates the reliability of the questionnaire.

DATA ANALYSIS:

In the research, the arithmetic mean, level and standard deviations were calculated to determine the perception levels of the teachers about life satisfaction. The research data was analyzed by SPSS 26.0 programme.

III. RESULTS:

In terms of demographic findings, 72.56% of the respondents were females and the remaining 27.44% were males. Furthermore, in terms of age, 20% were between 20 - 30 years, 28% were between 31 - 40, 30% were between 41 - 50 years, and 22% were above 50 years. In terms of the years of experience, 21.2% employees had a job experience lower than 11 years, 43.3% from 11 to 20 years, and 35.5% more than 20 years. The current research was aimed to investigate the impact of emotional intelligence and psychological well being on life satisfaction. The results revealed that there is a positive and significant relationship between emotional intelligence and its components with teachers perception of life satisfaction. In explaining this finding, one can say that those who have high emotional intelligence can more easily deal with stress. These people are more likely to learn in psychological crises and semantic problems than others, and grow up through these problems. Also studies have shown that emotional intelligence leads to higher spiritual intelligence. People with high spiritual intelligence have good behaviors such as forgiveness, generosity, humanity, compassion, and love. Spiritual intelligence helps to increase the stability and self-esteem of individuals and more easily cope with work issues. This improves the effectiveness and performance of individuals, improves communication and understanding of others in the workplace, and ultimately leads to the removal of barriers. Spiritual intelligence in the workplace can bring humanity to organizations for the activity and the responsible environment, and create the basis for the effectiveness of activities and ultimately life satisfaction, **Yang and Mao (2007)**.

Another important finding of the research indicates that there is a significant and definite relationship between psychological well-being and teacher life satisfaction. This result can be understood by the fact that psychological well-being is a kind of well-being in the mental, physical and social dimensions that make it possible to live on the circuit of success and positive thinking in one's person, thereby making mental health a satisfaction of life. From the perspective of the Reiff, psychological well-being means trying to be perfect in realizing the real potential of a person. In this perspective, welfare means the attempt to transcend and promote that manifests itself in the realization of the individual's talents and abilities. Naturally, this behavioral approach can be a reason for life satisfaction. Given that the teachers are at risk with mental health **Van et al (2015), (Moghadam B, 2003)**, this variable can be a critical factor in explaining their life satisfaction. In this regard, psychological well-being and emotional intelligence play a mediating role in the teachers life satisfaction.

IV. DISCUSSION:

Psychological studies explored on school teachers are seen very less in India. Studies explored are mostly on job satisfaction, work involvement, mental health, adjustment, life satisfaction of teachers. Teachers' personality and psychological balance are more important than other. Teachers are frontline professionals who are daily in close contact with children and are therefore, most likely to have the biggest effect on their students as a role model. On the other hand, due to its nature and due to the great expectation that goes out of the teachers, teaching is a stressful job. Psychological support in schools should therefore not only be aimed at learners, but the well-being of the teachers should also be attended to specially when teachers in India are constrained by circumstances that are somewhat distinct from those in developed countries.

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