

## A STUDY OF RELATIONAL BETWEEN EMOTIONAL INTELLIGENCE AND LIFE SATISFACTION OF SECONDARY SCHOOL TEACHERS

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### **Abstract**

*The present study examines the relationship between emotional intelligence and life satisfaction of secondary school teachers. The sample of study comprises of 150 secondary school teachers. Teacher's emotional intelligence inventory (TEI-M) & Life satisfaction scale was used. Pearson's coefficient of correlation & T-ratio were used to calculate the outcomes. The results show that there is no significant difference between emotional intelligence and life satisfaction of male/female secondary school teachers. The study of relatedness of these two characteristics has significance from educational & psychological point of view.*

**Keywords:** Emotional Intelligence, Life Satisfaction

A teacher is a mechanism to bring about positive social and behavior changes in the study by presenting before them a model behavior and emotional intelligence in his day to day teaching and dealing with students. A teacher having life satisfaction and emotional intelligence is the heart and soul of a successful educational program. The teacher can be the most powerful force in modeling and emotionally intelligent behavior, teaching how to control anger, resolve conflict and leading comfortable life without jealousy for others. The whole purpose of education is to realize the inner dignity of man which ultimately leads to an integral development of personality.

The concept emotional intelligence taken together means low intelligently, we can control our emotions. Emotional intelligence refers to the capacity for recognizing on feeling. **Salovey** and **Mayer** actually coined the term emotional intelligence in 1990. They described emotional intelligence as "a form of social intelligence that involves the ability to monitor own and others feelings and emotions, to discriminate among them, and to use this information to guide ones thinking and action"(salovey & Mayer,1990)salovey and mayer also initiated a research program intended to develop valid measures of emotional intelligence and to explore its significance.

Life satisfaction is a complex concept relating to

psychological and environmental life conditions. Life satisfaction can be defined as, "The extent to which a person is pleased or satisfied by the content and environment or is displeased or frustrated by inadequate life conditions and environmental situations. Life satisfaction can be defined in terms of the specific life situation and not as a generalized trait in the individual. It can also be defined in terms of human needs; in general words life is phenomenon. It is literally impossible to frame a definition of phenomenon popularly known as life that would be universally satisfactory.

Review of literature revealed that emotional intelligence and life satisfaction reported positive relation between the two. The study conducted by Devi and Garg (2011) reported significant difference in the emotional intelligence and life satisfaction of married and unmarried female teachers. Malik et. al. (2011) studied the impact of marital status on emotional intelligence of medical postgraduates and prospective teachers respectively. Singh (2012) In his study on 'Relationship among emotional intelligence , social intelligence and life satisfaction of teacher trainees' then he concluded that the teacher having emotional intelligence may not having life satisfaction and it may be due to the fact that intelligence has the property of neutralization while the emotional type of intelligence cannot be avoided as it become part of intelligence. Sooch

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(2009) In her study on life satisfaction of school teachers found that there is significant difference between male/female, elementary/ secondary, government/private and married/unmarried teachers. Kaur(2011) in her study on 'Life satisfaction of secondary school teachers in relation to their attitude towards teaching'. Found no significant difference between life satisfaction of male/female secondary school teachers. On reviewing the related literature the investigator found out whatever work has been done in the field of emotional intelligence and life satisfaction. Hence the researcher felt it all the more pertinent to study relationship between emotional intelligence and life satisfaction of secondary school teachers”.

#### OBJECTIVES

- To study and compare the emotional intelligence of secondary school teachers on the basis of gender and marital status.
- To study and compare the life satisfaction of secondary school teachers on the basis of gender and marital status.
- To study the relationship between emotional intelligence and life satisfaction of secondary school teachers.

#### METHOD

Descriptive method of research was used.

#### SAMPLE

Simple random sampling has been used to select 150 secondary school teachers of Abohar city.

#### Measures

- Teacher's emotional intelligence inventory (TEI-M) by Mangal, S. (1973)
- Life satisfaction scale by Alam, Q.G. and Srivastava, R. (1993)

#### SAMPLE

Simple random sampling has been used to select 150 secondary school teachers of Abohar city.

#### Procedure

The study was designed for the check emotional intelligence of the school teachers of secondary levels. The permission was taken from the principals of various schools to develop the test. In the firstly, emotional intelligence was applied after that the test of life satisfaction was applied. Descriptive method of research was used to collect data from 150 secondary school teachers of Abohar city. K-S

test has been used to test the normality of data. Collected data was analysed with Pearson's coefficient of correlation has been calculated to find out the relationship between emotional intelligence and life satisfaction of secondary school teachers. T-ratios have been calculated to test the significant of difference between various groups.

#### RESULTS AND DISCUSSION

*Table No 1: Significance of difference in emotional intelligence of male and female secondary school teachers.*

Group	N	Mean	SD	SEd	t-value
Male	75	677.25	73.44	16.56	0.489ns
Female	75	685.36	69.33		

Ns-Not significant

It is revealed from table No. 1 that the mean differential between emotional intelligence of male and female secondary school teachers was not significant which indicates that male/female teachers of secondary school do not differ significantly to their emotional intelligence.

*Table no 2: Significance Difference In Life Satisfaction of male and Female Secondary school teachers.*

Group	N	Mean	SD	SEd	t-value
Male	75	41.84	21.267	3.454	0.131ns
Female	75	41.386	21.059		

Table No. 2 show that the mean differential between life satisfaction of male and female secondary school teachers was not significant which indicates that male/female teachers of secondary school do not differ significantly to their life satisfaction.

*Table no 3: Significance Difference in Emotional Intelligence of Married And Unmarried Secondary School Teachers.*

Group	N	Mean	SD	SEd	t-value
Male	75	687.933	385.067	53.042	0.242ns
Female	75	675.08	287.732		

Table no. 3 show that the mean differential between emotional intelligence of married and unmarried secondary school teachers was not significant which indicates that married/unmarried teachers of secondary school do not differ significantly to their

emotional intelligence.

Table no. 4: Significant difference in Life Satisfaction of married and unmarried secondary School Teachers.

Group	N	Mean	SD	SEd	t-value
Male	75	40.05	21.34	3.498	0.55ns
Female	75	41.98	21.50		

Table no 4 revealed that the mean differential between life satisfaction of married and unmarried secondary school teachers was not significant which indicates that married/unmarried teachers of secondary school do not differ significantly to their life satisfaction.

Table No. 5 significance relationship between emotional intelligence and life satisfaction of secondary school teachers.

Variables	N	r
Emotional intelligence	150	0.79
Life satisfaction	150	

Table no 5 shows that correlation between emotional intelligence and life satisfaction scores of teachers was 0.79 which is significant which indicates that there is significant relationship between emotional intelligence and life satisfaction of secondary school teachers.

**CONCLUSIONS**

- There exists significant relationship between emotional intelligence and life satisfaction of secondary school teachers.
- There exists no significant difference in emotional intelligence of male and female secondary school teachers.
- There exists no significant difference in life satisfaction of male and female secondary school teachers.
- There exists no significant difference in emotional intelligence of married and unmarried secondary school teachers.
- There exists no significant difference in life satisfaction of married and unmarried secondary school teachers.

**EDUCATIONAL IMPLICATIONS**

- It has been found that emotional intelligence

and life satisfaction are related to each other. So emotional intelligence of teachers that is capacity to make effective adjustment in schools should be increased.

- The result revealed that there is no significant difference between emotional intelligence of male/ female secondary school teachers. This mean emotional intelligence is the ability to sense, understand and effectively apply to emotion as a source of human energy and creativity which is not related to the gender of the teachers.

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