

Quality of Life and Emotional Intelligence among University Lecturers

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ABSTRACT

The study aimed to find out the level of quality of life (QoL), emotional intelligence (EI) and the relationship between them among lecturers at Koya University. A sample of 100 was randomly selected. Two scales were adopted: 34 -item for the quality of life and 17-item for Emotional intelligence. The validity and reliability of the instruments were at convinced level. The result showed Moderate level of emotional intelligence and a high level of quality of life; also, the result showed a statistically negative relationship between EI and one Quality of life dimensions: Health & Functioning Subscale. Some other demographical variable found to be regarded with EI and Quality of life.

Keywords: Quality of life, Emotional Intelligence.

Introduction

Quality of life (QoL) is a meaningful achievement and enjoyment in everyday life (Anjum, 2017). It is a subjective concept because the interpretation of each individual for quality of life depends on his/her personal perspective (Moritz, et al., 2016). It is associated with a positive value such as happiness, success, wealth, health and satisfaction (Bowling, 1995). It encompasses an individual's spiritual (emotional), social and physical well-being (Akranavi i t and Ruževi ius, 2007). According to WHO, QoL (1995) is an individuals' perception of their position in life in the context of the culture and value systems in which they live, and in relation to their goals, expectations, standards and concerns. It has become an important tool in health care (Al-Naggar, et al., 2013). The improvement of quality of life and well-being is the primary objective of any health care intervention (Church, 2004).

Emotions play a significant role in individual's lives because they are feelings which enliven life, allowing us to experience the joys and grief of our lives (Aghayar & Sharifi, 2008). On the other hand, intelligence is considered as one of the most desirable personality qualities in today's society, as it was claimed by Andoh (1998) it is the single most effective predictor of individual performance at school and on the job. However, emotional intelligence (EI): "is a kind of readiness, skill and capability this deeply affects an individual's abilities so that he /she may be motivated, control his/her emotions and manage his/her relationship with others" (Goleman, 1998, p.31). It is also the ability to identify, assess and control the emotions of oneself, of others, and of groups (Akomolafe & Grace, 2011). Salovey and Mayer (1990, p:189) defined emotional intelligence as, "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and action.

Mayer, Salovey and Caruso (2004) offered another definition of EI as the capacity to reason about emotions, and of emotions to enhance thinking (Mayer, Salovey & Caruso, 2004: 197). According to Sobhaninejad and Yoozbashi (2008), people with emotional intelligence are able to control their feelings as well as others', distinguish between the positive and negative consequences, and be more creative and to aim their emotions and feelings at solving their own problems.

Emotional Intelligence plays a vital role in teacher's behavior and it is important for the success of their career. Teachers are considered as the main pillar in the educational system (Hans, et al., 2013). Quality of life also became an imperative issue to achieve the goals of the organization in every sector and also affects the social responsibility. This is because it can improve the family or individual work life (Ishak, et al., 2018). Emotional intelligence is proved to improve the quality of life of a teacher, by helping them in many areas such as to be less impulsive and control, better in coping with stress and greater self-assertive, in letting others know when you're feeling uncomfortable, being more positive and make better decisions, to communicate better, positively influence people and being emotional resilient (Anjum & Swathi, 2017)

Studies show a positive and significant relationship between emotional intelligence and the quality of working life (Manhas et al., 2015; Farahbakhsh, 2012; Van, 2014; Min, 2014; Alibakhshi et al., 2018). A strong correlation was found between life satisfaction and Perceived Emotional Intelligence (PEI) subscales of university teachers (Augusto Landa, et al., 2006). Luque-Reca et al., (2018) suggested that perceived emotional intelligence could promote personal but not external or environmental QoL aspects. A positive relationship was also found among physical education teachers (Kalantari, et al., 2012), and university students (Esmaeili et al., 2015).

Aims of the study

The study aims:

- 1- To explore the level of emotional intelligence among university lecturers.
- 2- To find out the level of quality of life among university lecturers.
- 3- To examine the correlation between emotional intelligence and quality of life among university lecturers
- 4- To highlight the effect of gender and marital status on emotional intelligence and quality of life among university lecturers when $\alpha=0.005$.

Hypothesis

1. H₀: there is not statistically significant relationship between emotional intelligence and quality of life among university lecturers when $\alpha=0.005$.
2. H₀: there is not statistically significant effect of marital status and gender differences on emotional intelligence and quality of life among university lecturers when $\alpha=0.005$.

Method

Sample

The sample of this study consisted of 100 randomly selected lecturers (72 male; 28 female) at Koya University, Erbil, Kurdistan Region/Iraq. The mean age class ranged between 31 to 36 years old.

Instrument

The study adopted two scales: 17-item for Emotional intelligence (Golman, 2001) with five options (never, rarely, sometimes, commonly and always) and adopted a 35 item scale (Ferrans and Powers, 2007) with five options (Very Dissatisfied, Moderately Dissatisfied, Slightly Dissatisfied, Slightly Satisfied and Moderately Satisfied) but 34 items were retained by experts and been used by current study, as follows:

Health & Functioning Subscale (15-items)	Social and Economic Subscale: (7-items)	Family Subscale (5-items)	Psychological / Spiritual Subscale (7-items)
1. Your health?	16. Your friends?	23. Your family's health?	28. Your peace of mind?
2. Your health care?	17. The emotional support you get from your friends?	24. Your children?	29. Your faith in God?
3. The amount of pain that you have	18. Your neighborhood	25. Your family's happiness?	30. Your achievement of personal goals?
4. The amount of energy you have for everyday activities?	19. Your home, apartment, or place where you live?	26. Your spouse, lover, or partner?	31. Your happiness in general?
5. Your ability to take care of yourself without help?	20. Your job (if employed)?	27. The emotional support you get from your family?	32. Your life in general?
6. Your ability to get around, go places?	21. Your education?		33. Your personal appearance?
7. Your ability to do things with your hands and arms?	22. How well you can take care of your financial needs?		34. Yourself in general?
8. The amount of control you have over your life?			
9. Your chances of living as long as you			

would like?			
10. Your sex life?			
11. Your ability to take care of family responsibilities?			
12. How useful you are to others?			
13. The amount of worries in your life?			
14. The things you do for fun?			
15. Your chances for a happy future?			

To calculate the scores, each satisfaction item is weighted by its corresponding importance item. Hence, the values are combined, i.e., highest scores represent high satisfaction and high importance, and the lowest scores represent low satisfaction and high importance. This scoring scheme is based on the belief that people highly satisfied with areas of life they consider important have a better quality of life than those who are unsatisfied with areas (Ferrans, 1992)

Reliability and Validity

Both instrument were translated and adapted to the local language with satisfied level of validity and reliability. EI Questionnaire had high reliability (Cronbach’s alpha= 0.875). The reliabilities of QoL Questionnaire (Cronbach’s alpha=0.903. the validity of instruments was at acceptable level as well, Table (1).

Table(1): Reliability Statistics of Emotional Intelligence and Quality of Life Scales

Scales	Subscales	Cronbach's Alpha	No. of Items
Emotional Intelligence		.875	17
Quality of Life		.903	34
Quality of Life subscales	Health and functioning	0.853	15
	Psychology & spiritual	0.804	7
	Social and economic	0.70	7
	Family	0.775	5

Data Analysis

The analyses were performed using SPSS. Basic descriptive for quantitative variables was presented using mean, SD and percentage for qualitative variables. ANOVA and independent sample t-tests were used to compare the variance of scores. Significance level was considered at $P \leq 0.05$.

Results

The majority of the teachers were from the Humanities and Social Sciences Faculty (48%), followed by the lecturers of Science and Health Faculty (28%) and the lecturers of the Faculty of Engineering (24%). The age of the majority of the respondents (62%) ranged from 25-36 years, for future details see table (2), and majority married (78%) Table (3), 62% their age was between 25-36, Table (4).

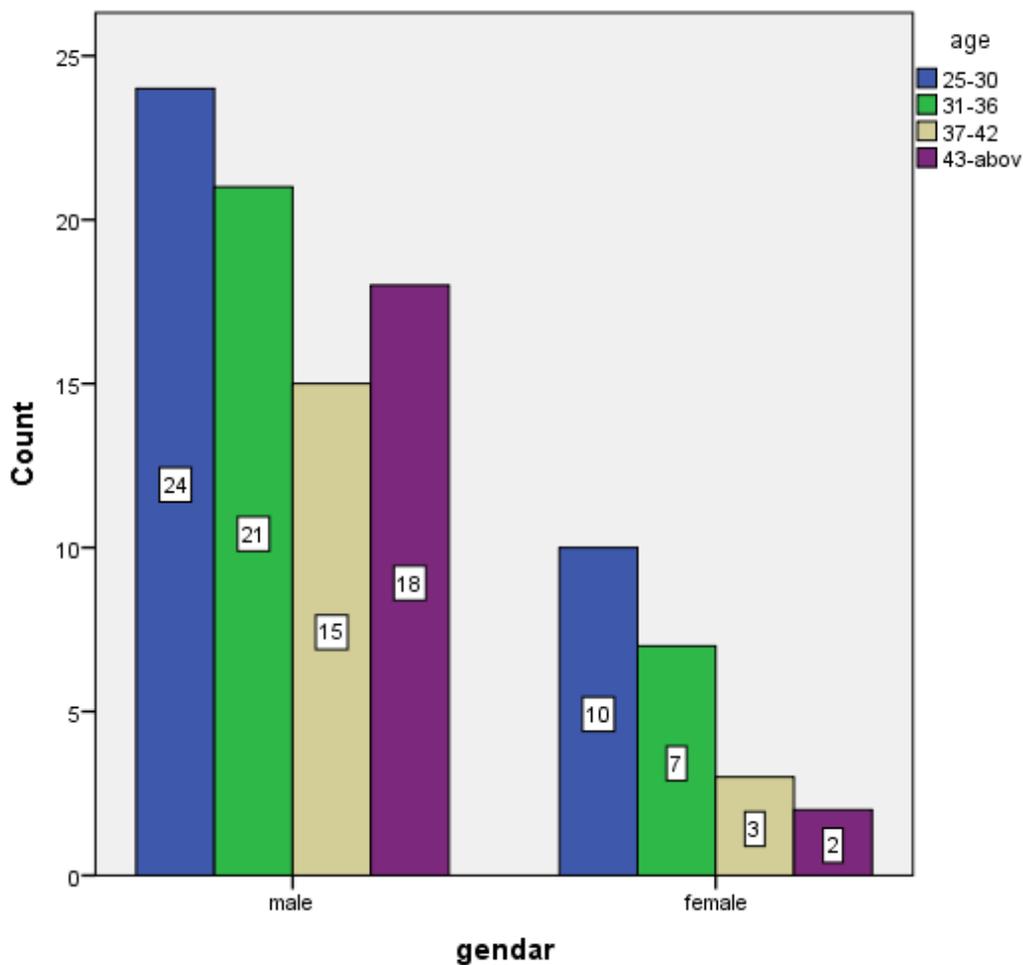
Table (2): Age classes of the study participants

Age class in years	Frequency	Percent
25-30	34	34.0
31-36	28	28.0
37-42	18	18.0
43-abov	20	20.0
Total	100	100.0

Table (3): Marital status of participants according to their faculties

Faculty	Single	married with no child	Having child	Total
Health and sciences	7	12	9	28
Engineering	6	4	14	24
Humanities and social sciences	9	6	33	48
Total	22	22	56	100

Table (4): age class of participant in regard to their gender differences



Quality of life and Emotional Intelligence

The mean scores of the respondents on EI (M: 43.97, SD: 9.95) and QoL (M: 133.9, SD: 14.43), Psychological & Spiritual Subscale 7-item (M: 28.71, SD: 3.95), Family Subscale 5-item (M: 20.73, SD: 2.81), Social & Economic Subscale 7-item (M: 27.5, SD: 3.52), Health & Functioning Subscale 15-item (M: 56.95, SD: 7.17). See (Table). From the data appear that EI is at moderate level while QoL is high, also the QoL subscales are all at high levels, see table (5).

Table (5): The general aim is to find out the main level of EL and OoL.

	Emotional Intelligence Scale 17-item	Quality of Life Scale 34-item	Psychological & Spiritual Subscale 7-item	Family Subscale 5-item	Social & Economic Subscale 7-item	Health & Functioning Subscale 15-item
Mean	43.97	133.9	28.71	20.73	27.5	56.96
<u>S.D</u>	9.95	14.43	3.95	2.81	3.52	7.17

Total Scores	2.59	3.94	4.1	4.14	3.93	3.8
Level	Moderate	Almost Satisfied				

To find out the relationship between EI and QoL, the data was analyzed by using Spearman correlation, the result demonstrated no relationship between them ($r: -0.108, p > 0.005$). on the contrary the result revealed negative statistically significant relationship between EI and Health & Functioning subscale ($r: -0.24, p=0.017$), in addition, the QoL subscale all are showing the positive statistically significant relationships Table (6).

Table (7): Relationship between EI and QoL of participants

		Emotional Intelligence	Psychological & Spiritual	Family	Social & Economic	Health & Functioning
Quality of Life	Correlation Coefficient	-.108	.779	.772	.742	.852
	Sig. (2-tailed)	.288	.001	.001	.001	.001
Emotional Intelligence	Correlation Coefficient		-.120	.036	.104	-.240
	Sig. (2-tailed)		.238	.726	.308	.017
Psychological & Spiritual	Correlation Coefficient			.581	.651	.467
	Sig. (2-tailed)			.001	.001	.001
Family	Correlation Coefficient				.501	.562
	Sig. (2-tailed)				.001	.001
Social & Economic	Correlation Coefficient					.449
	Sig. (2-tailed)					.001

Gender Differences and Marital Status

Gender differences and marital status found to be not statistically affecting the EL of the participants. On the other hand, by using independent sample t-test, gender is significantly affecting QoL subscales: Health & Functioning, male (M: 57.76, SD:6.96) for female (M: 54.09, SD: 7.34), t (98)= 2.162, p=0.033. see table (7) :

table (7): gender differences effect on QoL

QoL subscales	Gender	N	Mean	df	t	Sig	Std.D	Mean Difference
Health & Functioning	Male	78	57.76	98	2.16	.033	6.96	3.67832
	Female	22	54.09				7.34	

Measuring the effect size (d) and percentage of variance explained (r2)

Based on the equations of Cohen’s $d = \text{mean difference} / \text{SD}$ and $r^2 = t^2 / t^2 + df$ (Gravetter and Wallnau, 2005), the result as follows:

A. To measure the effect size of gender difference the research used the following equation:

$$d = \text{mean difference} / \text{SD}$$

$$= 3.67 / 7.15$$

$$= 0.514$$

If the d is locating between $0.2 < d < 0.8$ the effect size is medium, which means the mean differences around half of (0.5) standard deviation.

B. To measure the total variance explained the research used the following equation:

$$r^2 = t^2 / t^2 + df$$

$$= (2.16)^2 / (2.16)^2 + 98$$

$$= 0.0455 \text{ or } 4.55\%$$

According to the above result that gender has an effect on Health & Functioning subscale and this effect size is medium (0.514), means the percentage variance explained is by the gender effect is 4.55%..

Marital status found to be statistically affecting the family QoL subscales by using ANOVA:

Single (M: 18.95, SD: 2,73) married with no kids (M: 21.38, SD:2.47) Having Kids (M: 21.16, SD:2.74), $F(2, 96)=6.134, p=0.003$, singles showed low family QoL subscales than married.

Table (8): the effect of marital status on family subscale of participants

Family status	N	Mean	Std. D	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Single	22	18.95	2.73	.582	17.74	20.16
Married with no kids	21	21.38	2.479	.541	20.25	22.50
Having Kids	56	21.16	2.74	.366	20.42	21.89
Total	99	20.71	2.82	.283	20.15	21.28

(I) marital status	(J) marital status	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Single	married no kids	-.42641 ^a	.81995	.011	-4.3784	-.4744
	Having Kids	-2.20617 ^a	.67627	.004	-3.8161	-.5962
married no kids	Single	2.42641 ^a	.81995	.011	.4744	4.3784
	Having Kids	.22024	.68773	.945	-1.4170	1.8574
Having Kids	Single	2.20617 ^a	.67627	.004	.5962	3.8161
	married no kids	-.22024	.68773	.945	-1.8574	1.4170

Measuring the effect size and percentage of variance explained : eta squared (η^2)

Based on the effect size equations of ANOVA (Cohen and Miles & Shevlin, 2001), the result as follows:

$$\eta^2 = \text{SS between treatment} / \text{SS between treatment} + \text{SS within treatment}$$

$$\eta^2 = 89.946 / 89.946 + 693.764$$

$$= 89.946 / 783.710$$

$$= 0.1147 \text{ or } 11.47\%$$

The effect size is medium according to Cohen (1988). According to the above result that marital status has an effect on family subscale and this effect size is medium (0.1147), means the percentage variance explained is by the marital status effect is 11.47%..

Discussion

Career is an essential part of each individual’s modern life. A high quality of life is a requirement for increasing pleasure and satisfaction of an institution’s employees, and is required in to motivate and accomplish to achieve the specific and desired aims.

The participant of this current study showed high an average level of quality of life with higher scores as well as the QoL subscales were at high level of satisfactions. In addition, the level of emotional intelligence of participant at moderate level and had no relationship with QoL except a significant negative relationship in regard to the quality of life subscales Health & Functioning: The marital status found to be not statistically related to EL, but significantly affecting the QoL, precisely the married with or without having child showed significantly level of QoL in compression.

The current study, showed the level of QoL of participant at satisfaction level, this result in line with other study result, that university teachers showed satisfied level of QoL (Hunger et al., 2016., Rao, et al., 2013) because the lecturers own a level of accommodation and prosperity at enough and convenience level before the local economic crises when the study been conducted. Gender differences found to be affecting a QoL subscale, males scored higher than females; therefore gender has been considered a part of QoL, but not all of it.

Gender, marital status and age had no effect on QoL (Esmaeili et al., 2015) in current study gender partially affecting and married statistically affected. These contradictions could be referred to multifactor influence on the quality of life.

The result of this research proved the opposite of another research, when it was found that females scored the highest score of males (Manju, 2014., Hashim and Khalil, 2018). The studies showed controversial result about the relationship between quality of life and emotional intelligence, whereas some studies have shown the existence of a positive relationship, such as the study of (Hashim & Khalil, 2018., Augusto Landa, et al., 2006., Esmaeili et al., 2015., Manhas et. al. 2015., Rey et al., 2013). Other studies have rejected the existence of a relationship between them (Abu Adiyar, 2014).

The current study had shown the negative relationship between health and function of quality of life subscales and denied between other two subscales, therefore emotional intelligence has been considered to be partially related to QoL, the same thing could be said about the gender.

Conclusions

The main aims of this study were to measure the level of quality of life and emotional intelligence among university lecturers, and to determine the relation between previous two variables. Also, to find out to what individual related variables such as gender differences and marital status have a statistically significant effect on emotional intelligence and quality of life. Based on the results of present study, the quality of life and emotional intelligence are at observable levels. Furthermore, IE partially related to QoL, and individual related variable such as marital status gender are partially affecting quality of life and statistically significant. For the better life and education, the result will contribute to the positive psychology and positive education, as we face all type of violence and terror in the region. Also, for the better quality of teachers life, authorities should take into confederation teachers emotions and demographical variables like gender differences and marital status, even though they affect partially

Limitations of the study

The limitations of this research include the nature of the population was confined to the lecturers only, and the research design was descriptive. In this regard, because of the importance of this issue, it is suggested that a compression study for the current economy with more details be carried out in other country universities.

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