The investigation between Emotional intelligence and job stress and quality of life among high school teachers in Khozestan province

Abdolsadeh Hamid, Shima Hajmohammadi, Laleh Mehri, Sara Naddaf

MA in General Psychology, Ahvaz Branch, Islamic Azad University, Ahvaz, Iran

Abstract

This study aimed to investigate the relationship between emotional intelligence, job stress, and quality of life. The population studied in this research is all high school teachers in Ramshir city. Methods of collecting data in this research are descriptive and correlational. It is worth mentioning that in analyzing the data, SPSS software was applied respectively. The results indicate that there is a significant and positive relationship between emotional intelligence and job stress as well as emotional intelligence and quality of life of teachers. There is a significant negative relationship between job stress and quality of life of teacher. There is also a significant and positive relationship between emotional intelligence and job stress and quality of life of teachers as well.

Keywords: Emotional intelligence, Stress, Quality of life

Introduction

An important amount of human life is spent at work and many of his social relations are formed during working hours (Hassanzadeh, 2010: 98). On the other hand, Emotional Intelligence and Job Stress which are among the most important aspects of human personality are formed in the workplace and have been found more important in life evolution.

Emotional intelligence is considered as a consistent factor with developments and in between purely rational capabilities cannot be a good predictor of success in life. Emotional intelligence tells us how to use IQ for success (Bakhshi, 2008: 27).

Stress is a familiar word that no one can claim that he has not felt it. Stress exists in all people's lives in different professions such as teaching. Organizational changes including transfers, promotions, changes in law, wages, job punishments and social change are the issues that somehow affect one and make him troubled worried or anxious (Hassanzadeh, 2010: 98).

It seems that there exist a relationship between quality of life of people and emotional intelligence and job stress, and according to what was expressed the current research seeks to answer the main question is whether there is a relationship between emotional intelligence and job stress and quality of teacher's lives.

The instrument used in this study is standardized questionnaires and its reliability has been achieved through the content. The reliability of the questionnaire was confirmed and standardized by other researchers in Iran. So, the reliability obtained by other researchers, has been a criteria for the current study.

Definition of Keywords

EI: Emotional intelligence is the ability to process emotional information including the perceptions, understanding, and emotions management. In other words the capacity to create positive results in your relations with others (Mayer and Salovey, 1997).

Quality of life: Quality of life is in fact a brief summary of the overall goals of health care that assesses the impacts of health on person's life (Got and Hinchliff, 2003).

Job Stress: The interaction between working conditions and characteristics of individual workers so that the demands of the workplace results in pressure which is too much for him to cope with (David, 2006: 32).

The theoretical framework of the research

For the purpose of the research, it is necessary to put forward views on the relationship between emotional intelligence and its impact on different aspects of life in order to claim the impact of these factors on each other as well reviewing them practically.

Emotional Intelligence

The book called "The form of mind" written by Gardner in 1983 was a statement in IQ. According to the book, there is no unified intelligence that guarantees success in life, but it suggests a wide range of intelligence which includes verbal ability, mathematical-logical ability, movement talent and physical flexibility, spatial aptitude, music talent, and talent of interpersonal social skills. Gardner stated ten years later that interpersonal intelligence is the ability to understand other people. Politicians, teachers, doctors, religious leaders, are possibly among people who have high levels of interpersonal intelligence. This intelligence refers to an accurate and actual pattern of individual talent and ability to use the template during his productive life.

The core of interpersonal intelligence is the ability to understand and respond appropriately to emotions, moods, motivations, and desires of other people. The key to self-knowledge is the awareness of your own emotions and the ability to distinguish and use them in order to guide your behavior.

According to Bar -ON "a bunch of skills, talents and abilities to cope with the pressures and demands of individual increases environmental non-cognitive" which is called Emotional intelligence. He presented a model of emotional competencies which includes five areas, skills or abilities that each also includes other sub scales:

1) Self-centered skills: Self-centered abilities which include emotional self-awareness, bravery, self-setting, self-blossoming, and independence.

2) Interpersonal skills: Interpersonal skills include interpersonal relations, social responsibility, and sympathy.

3) Compatibility: Compatibility includes identifying problems, reality testing, and flexibility.

4) Stress management: Stress management includes the ability to withstand stress and impulse.

5) General mood: General mood including happiness and optimism.

Bar-on multifactorial model for Emotional Intelligence is a set of capabilities and non-cognitive skills that influence their ability to succeed in coping with environmental demands and pressures. As a result of this dimension, it can be claimed that the relationship between emotional intelligence and stress relationship is reversed. That is an increase of emotional intelligence reduces stress.

Stress or mental pressure

Stress is a pressure that has a negative impact on performance and the efficiency of an organization as well as its staff and could be the originator of physical and mental disease (Alavi, 1993: 7-8). Stress can be examined from two aspects, environmental demand and individual demands.

People and organizations founded by them in the present day have faced with various internal and external factors and are constantly under the influence of various factors. Physical exhaustion and tension that enters the human body can be found and is easily treatable. But, a stress that enters the human psyche is not visible and easily measurable. Therefore, it leaves harmful effect on workforce (Ghafourian, 1998, 37).

Managers, employees, and clients are under the influence of certain psychological states and are experiencing stress on their behavior and actions that is directly reflected in the performance of

the organizations. Acute stress is a waste of manpower and the organization purpose is subject to instability (Robbins, 1376: 184).

In fact, we can say that the stress of job is a kind if stress that a certain person is experiencing in certain jobs and is created through interaction between working conditions and characteristics of the individual working there; so that the demands of the workplace (and related pressures)is more than what person can cope. Job stress is in fact the interaction between working conditions and employee characteristics that the demands of the workplace is more than one can cope with (Ross and Altmayr, 2008).

Stress causes much psychological pressure on people that these pressures are shown in staff's behavior in the workplace. Some of these actions include:

- Irritability or aggressiveness in dealing with colleagues or clients;
- Apathy and indifference to his appearance and others;
- Indifference to work, inability to concentrate on work and inability to make decisions;
- Creativity Reduction;
- Lack of confidence;
- Severe Fatigue;
- Discomfort and guilt;
- Increased errors;
- Inability to tolerate others and a tendency to isolation;

All of these factors ultimately lead to reduced productivity and increased waste as well as not being able to control emotions and inability to make correct decisions (Behnia and Gholami, 2011: 6).

Due to the above mentioned views, the inverse relationship between emotional intelligence and job stress is theoretically confirmed and it is concluded that increased stress leads to decrease in behavioral control.

If the effects of stress are categorized according to the five aspects of emotional intelligence, we will have the following table:

Table 1. Different categories of emotional intelligence

Emotional Intelligence Dimension	Effects of Stress
Intrapersonal domain includes five components of emotional self-awareness, assertiveness, self-esteem, independence and self-actualization.	Apathy and indifference to his appearance and others; Reduced creativity; Lack of confidence;
Intrapersonal domain includes three components: empathy, interpersonal relationships and accountability.	Irritability or aggressiveness in dealing with colleagues or clients;
Compatibility area includes three components: problem solving, reality testing and flexibility.	Indifference to work, inability to concentrate on work and inability to make decisions;
Stress management area consists of two elements of pressure and impulse control	Increased errors; Inability to tolerate others and a tendency to isolation;
The general mood: includes two components of happiness and optimism	Discomfort and guilt; Fatigue;

According to the above table the higher amount of an individual's emotional intelligence will increase Stress management such as job stress

The most important sources of stress in teachers

Teaching students who lack motivation: One of the most common sources of stress that teachers report is the helplessness and exhaustion of trying to encourage students for further efforts. Teachers often have no interest in trying to motivate students to speak and this effort is one of the main causes of mental and physical fatigue.

Order maintenance: The maintenance of order in classroom is very difficult and teachers should be alert and nimble in order to prevent abuse and that's why in some classes teachers feel they never have peace. They have to constantly watch out for any symptoms that suggest a problem and if they do not pay quick attention, it can lead to an abuse.

Time pressure and too much work: Most of the stress that teachers complain about is the stress of doing too much.

Coping with the change: Continuous changes in the activities of teachers make up an essential part of their life as a teacher. In this situation when teachers are forced to change their approach, they are more vulnerable to stress.

Relation with their Partners : Teachers sometimes disagree with their partners. This may simply be due to different opinions on how to do thing. In this case, some teachers are able to resolve problems and conflicts in a positive and professional manner. Such conflicts could arise between teachers and their partners and damage the relationship if they are forced to work together, the resulting stress may also be severe.

Bad working conditions: The quality of working conditions could increase teachers' sense of professional self-esteem. In fact, if the situation is better, they feel better about themselves. Poor working conditions such as lack of adequate resources, poor conditions of the building, school, office staff and the inadequate support of important potential source can stress the teachers as well.

Quality of life

Quality of life is considered as a case in which one feels inner peace toward himself, nature and society which he lives in (Divan: 2000, 315). There are two important factors in creating this situation: one having a purpose in life, and another having good relations with others. In this case the relationship is the most important human wealth (Barati and Yazdanpanah: 2011, 35). In other words, relation is a key and common point among emotional intelligence, stress, and quality of life.

In social psychology, the quality of life depends on the totality of human needs that must be satisfied. Strong or weak, good or bad, positive or negative needs can increase the quality of human life if they are fulfilled. For example, according to Ziller (1974), quality of life is associated with its assessment and this assessment also depends on the interaction with others.

According to Ziller, self-esteem is a feeling that cannot be measured by studying the state of happiness or satisfaction. However, he argues that a person's level of self-respect can studied through his performance on non-verbal tests. Therefore, in Ziller's theory the quality of life directly depends on the individual's self-respect. In short, if the person respects himself, he will benefit high quality of life and vice versa (Rabani Khorasgani and Kianpour, 2005, 48).

According to this theory, the shared point between the three components of the study is summarized as follows:

Table 2. Components of the study according to Ziller's theory

Emotional Intelligence	Job stress	quality of life
Intrapersonal domain includes five components of emotional self-awareness, assertiveness, self-esteem, independence and self-actualization.	Apathy and indifference to his appearance and others; Reduced creativity; Lack of confidence;	self-respect

Although the quality of life in various aspects of physical, psychological, social and environmental is reviewed but Goudy (1977) in his study found that the social aspects of life in the community are more important in determining satisfaction. Compared to what previous studies had shown, he raised social aspect of life in order to explain life satisfaction scale which its components were the first group relationships, involvement in the community, commitment to society, the life of homogeneity, distributed power, and pride to the community.

Research findings

The first step is to do an analysis to determine normality or abnormality of data related to each variable. In order to determine the normality of obtained data for Emotional Intelligence, stress and quality of life of Kolmogorov - Smirnov test was applied.

Table 3: Kolmogorov - Smirnov Emotional Intelligence

Indicators	Emotional Intelligence
Number	202
Mean	4.2523
Standard deviation	0.27132
Kolmogorov-Smirnov	1.347
Asymp . Sig. (2-tailed)	0.053

(Source: research findings)

Table 4: Kolmogorov - Smirnov (Ks) job stress

Indicators	Job stress
Number	202
Mean	2.2284
Standard deviation	0.21869
Kolmogorov-Smirnov	1.539
Asymp . Sig. (2-tailed)	0.018

(Source: research findings)

Table 5: Kolmogorov - Smirnov (Ks) quality of life

Indicators	quality of life
Number	202
Average	2.4389
Standard deviation	0.34912
Kolmogorov-Smirnov	1.503
Asymp . Sig. (2-tailed)	0.022

(Source: research findings)

According to figures, output the amount of job stress is (P-value <0.05). Therefore, in this case, H0 is not accepted and assumed H1 which indicates non-normal data are accepted. The significant level value should be greater than 0.05, thus the normality of job stress data cannot be accepted. The same conditions can be seen for the variable of quality of life, the related data of quality of life is not normal (P-value <0.05). According to the results of the above table, it can be seen that data of emotional intelligence is normal (P-value> 0.05).
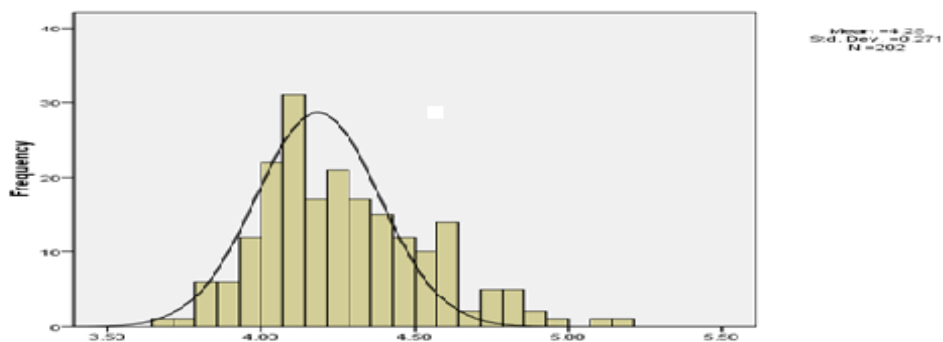

Figure 1: Histogram graph for normality of data for Emotional intelligence (Source: research findings)

Data distribution normality in the chart is very appropriate which this is due to the normal data.

There is a relationship between emotional intelligence, job stress, and quality of life among high school teachers in the city of Ramshir.

Table 6: Descriptive characteristic of emotional intelligence, job stress and quality of life F2

	Number	Average	S.d	SE	95% confidence level for the average		the fewest	the most
					lower limit	upper limit		
E.I	202	4.2669	0.283	0.031	4.2062	4.3322	3.82	5.14
Job stress	202	2.2319	0.223	0.024	2.1824	2.2814	1.79	2.64
quality of life	202	2.4389	0.349	0.024	2.3904	2.4873	1.00	4.00
Total	606	2.7979	0.847	0.044	2.7102	2.8855	1.00	5.14

(Source: research findings)

U Mann-Whitney test have been used to make sure of significance or lack of significance between emotional intelligence and job stress and quality of life in city Ramshir among high school teachers:

Table 7: U Mann-Whitney test for research main hypothesis

Test Statistics [a]	
	F
Mann-Whitney U	.000
Wilcoxon W	20503.000
Z	-17.402
Asymp . Sig. (2-tailed)	.000

(Source: research findings)

Table 8: Spearman correlation coefficient table to determine the relationship between emotional intelligence and job stress and quality of life

Quality of life		Variable
* 0/491	The Spearman correlation coefficient	Stress and Emotional Intelligence
0/158	The significance level	

(Source: research findings)

According to U Mann-Whitney nonparametric test and the above table we can see the significance level of 0.000 and Z=17.402- and 95% of assurance level. Therefore, the difference between emotional intelligence and job stress and quality of life in the city of Ramshir among high school teachers was significant. The positive relationship between job stress and emotional intelligence with teachers' quality of life confirms the main research hypothesis as well.

Conclusion

According to the current study and the results, the first minor hypothesis which is "there is positive and significant relationship between emotional intelligence and job stress" at significance level of 95% suggests that emotional intelligence was positively associated with stress job. The results of the study are line with Ezat and Sharifzadeh (2011) and Chan (2006), respectively.

The findings of the study also confirm the second hypothesis which states that "there is a significant positive relationship between emotional intelligence and quality of life". As noted earlier this hypothesis has been tested at 95% significance level and suggested a significant relationship between the two variables. In fact, the teachers' quality of life is positively associated with their emotional intelligence. The findings of the study are line with Yosefi and Safari (2009),Mousavi et al (2010), Narimani et al (2011), and Hoeinian et al (2011). Confirming this hypothesis here by other researchers indicates the importance of emotional intelligence in predicting the quality of life of teachers.

The third hypothesis of the research also suggests a significant and positive relationship between job stress and quality of life. At significance level of 95%, there is a positive relationship between job stress and quality of life among teachers. It can be concluded that high levels of job stress is associated with quality of life and vice versa low job stress is associated with high quality of life. The results of the current hypothesis are line with Nikbakht Nasr Abadi et al (2008), Samei and Siboniet al (2010) and Hajloo (2012). The results are somewhat in line with the results of Roberts and Lonson (2001) and Theunissen, NCM, Zwinderman(2002) respectively.

For the main hypothesis of the study "there is a positive and significant relationship between emotional intelligence, job stress and quality of life among teachers", this hypothesis is accepted at the significance level of 95%. The findings of the study state the importance of emotional

intelligence and job stress among teachers. On the other hand, the elevation of the emotional intelligence among teachers as well decreasing their job stress can lead to better life quality. Therefore, the high quality of life leads to better teaching an increase in teaching quality as well.

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