

## Emotional Intelligence and Life Satisfaction of Teachers Working at Special Education Institutions of Bahawalpur, Pakistan

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### Abstract

*The present study compared the level of life satisfaction and emotional intelligence of teachers employed at special education institutes, and teachers working at regular education institutes. The purposive sampling was used to select the sample for this study. The sample of the study was comprised of 100 teachers, 50 (male=25, female=25) working at special education institutions and 50 (male=25, female=25) regular education institutions of Bahawalpur, Pakistan. The age range of participants was 21-60 years. Satisfaction with Life Scale, Self-report measure of Emotional Intelligence and demographic information sheet were individually applied. Results showed that special education teachers have a higher level of life satisfaction and Emotional intelligence as compared to the teachers employed at regular education institutions. As for as demographic variables are concerned the results of the present study indicated that there was no significant difference in the level of life satisfaction and emotional intelligence with regard to the gender and age of teachers working at special education of teachers.*

**Keywords:** Emotional Intelligence (EI), Regular Institutes, Special Education, Life Satisfaction.

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## Introduction

Emotional intelligence is a complete knowledge to know our self and overcome our problems through self-awareness (Mayer & Salovey, 1993). Petrides and Furnham (2000) describe that EI has a vital role to get satisfaction from interpersonal relations. They further say that emotional intelligence can also be explained as the capacity of any one to recognize his/her emotions and manage relationships successfully. According to Goleman (1995) EI is a collective set of skills and abilities. Emotional intelligence helps an individual to move not only successfully in daily life, but working life as well. Consequently, if an individual can use his/her emotions wisely in working life, education and personal lives he/she definitely gets intended results and this is named as “emotionally intelligent” (Mayer & Salovey, 1993; Anjum & Muazzam , 2019).

Palmer, Donaldson and Stough (2002) defined that Emotional intelligence is connected to various significant people standards, i.e. the excellence of one’s personal relations, life satisfaction, and accomplishment in professions that include significant logic with emotional information like those concerning leadership, inventiveness, psychotherapy. According to Maslow (1971), life satisfaction means satisfying the desires, requirements, hopes and requirements of the human being. Vara (1999) defines life satisfaction as one’s well being, integrity, and happiness. Furthermore, if one is satisfied with his life, his or her optimistic feelings overcome undesirable feelings in everyday life. Social psychologists Yetim (2002) and Vara (1999) define life satisfaction as pleasure and individual well- being whereas some researchers have focused more on stress free environment (Anjum et al., 2019) and its assessment consequently.

Special education is the learning of such students with particular requirement or with abnormalities. Teachers at special education institutes take big roles and responsibilities for the progress, changing of the special people and reintroduce them to the public. Special education teachers usually struggle for competence in their work as compared to teachers working in regular institutes. The teacher's attitude towards their occupation will influence not only his/her life but the whole education structure. That is why; it is significant to explore the approaches of the teachers towards their occupation and the feelings of their life satisfaction and adjustment. (Kazmi & Muazam, 2019). General mood is considered to be correlated with the emotional intelligence. A study was conducted by Deniz, Avsargov, Engin Deniz and Bek (2010) on the special education teachers employed at special education institutes of Turkey. The finding of this study revealed that general mood (sub- dimension of EI) is significantly correlated with the place they work. Furthermore life satisfaction is also correlated with the general mood. So, it is concluded that the general mood sub dimension is considered to be significantly correlated with the EI and life satisfaction with respect to various demographic variables including work family conflict (Ahmad, Muazzam, Anjum, Visvizi & Nawaz, 2020). According to the studies (Palmer, Donaldson & Stough, 2002; Mayer & Salovey, 1993) well-built relation is found between emotional intelligence and people satisfaction of lives. Emotional intelligence is associated with numerous significant people ethics, i.e. satisfaction of life, work relationships, and accomplishment in occupation (Palmer, Walls, Burgess, & Stough, 2001). So, one of the major aims of our research was to explore whether emotional intelligence expects one of the mainly noteworthy human ethics it has been related to, called, life satisfaction (Salovey & Mayer, 1990) of teachers working at special education institutions and regular education institutions ( Anjum & Muazzam, 2018).

## Hypotheses

1. There will be a significant positive correlation between life satisfaction and EI of teachers working at special education.
  2. Male teachers working in special education institutions will have a high level of EI and life satisfaction as compared to female teachers.
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3. The young age group of teachers employed at special education institutes will have a high level of EI and life satisfaction as compared to the old age groups.
4. The EI and life satisfaction of teachers employed at special education institutions will be higher as compared to teachers working at general educational institutions.

## Method

### Sample

Through purposive sampling 100 teachers were selected from different educational institutions of Bahawalpur i.e. Government School for children with impaired hearing, Special School for Blinds, Model Town-A, Special Education Sadar Center, Umm-ul-Qura Public School, Garden Town, and S.D High School. The sample consisted of 50 special education teachers (25 males, 25 females) and 50 teachers (25 males, 25 females) from regular education institutes. The age range of participants was 20- 65 years ( $M=13.03$ ,  $SD=20.93$ ). The baseline of academic qualification of this sample was graduation and the highest qualification of the participants turned out to be the M. Phil. /MS degree. The inclusion criterion was a minimum work experience of 1 year. Participants with any medical problem were not included in this study.

### Measures

**Demographic Information sheet:** To collect the demographic characteristics of the sample the demographic information form was prepared for this study. Gender, age, level of education, and, work experience, were included in this demographic information form.

**Emotional Intelligence Inventory:** EI inventory developed by Khan and Kamal (2010) was employed to assess emotional intelligence of teachers. This inventory is of 60-items that can be easily applied in various clinical and social settings with people of different backgrounds. It provides 5 point response category for each statement (Always = 5, Never = 1). It has 3 sub-scales consisting of 11 facets of EI. The alpha coefficients were .91 for overall score, .83 for emotional self-awareness, .82 for emotional self-regulation scale, and .66 for subscale of interpersonal skills.

**Life Satisfaction Scale:** To assess teachers' level of satisfaction "Life satisfaction Scale" (Diener, Emmons, Lassens & Griffin, 1985) was used. This scale assesses inclusive life satisfaction and comprises of five items that is estimated by 7-point rating scale (1= strongly disagree to 7= strongly agree). Higher scores show greater satisfaction in life. Item total correlations vary between .71 and .80, and test re-test reliability of this scale is  $r=.85$ .

### Procedure

After the official consent of the authorities of selected educational institutes, the researcher approached teachers at their respective workplaces. They were briefed about the study and written approval was gained. Sample was provided with written guidelines in order to complete the given scales. All the participants were assured that their information would be kept confidential. They were also assured that their information will be used only for the purpose of research.

### Design and duration of the study

This study employs quantitative research method to measure the association between the EI and life satisfaction. Moreover, this method not only allows collecting data from the diverse organizations, but also compares the data of large samples. The data collection was completed in expected time frame of six months.

### Results

**Table 1:** *Correlation between Life Satisfaction and Sub scales of Emotional Intelligence*

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	Emotional Self-regulation	Emotional Self-awareness	Interpersonal skills
Life Satisfaction	.332**	.248*	.251*
P< 0.01, P< 0.1			

The above table describes that subscales self awareness, self regulation and interpersonal skills are positively correlated with life satisfaction.

**Table 2:** Difference in EI level and Satisfaction with Life between male and female teachers (N=100)

Variable of study	Male (N=50)		Female (N=50)		T	p
	Mean	SD	Mean	SD		
Life Satisfaction	23.38	4.41	24.40	4.65	-1.125	.792
Emotional Self Regulation	101.28	11.61	104.74	11.30	-1.509	.995
Emotional Self Awareness	76.60	6.41	78.44	7.99	-1.270	.094
Interpersonal Skills	45.90	4.72	46.02	4.22	-.134	.296

P<0.05

The above table shows that there were no significant differences between EI sub scales and life satisfaction scores of teachers with regard to gender.

**Table 3:** Analysis of variance for EI Subscales and Life Satisfaction of Teachers with respect to age Group (N=100)

Variables	Age Groups	N	M	SS	F	Sig
Life Satisfaction	< 30	42	23.9048	117.396	2.962	.056
	31-40	40	22.9250	1922.394		
	41 and over	18	26.0000	2039.790		
Emotional Self-regulation	< 30	42	104.5000	160.812	.599	.551
	31-40	40	101.9500	13018.178		
	41 and over	18	101.8889			
Interpersonal skills	<30	42	46.6429	82.597	2.123	.125
	31-40	40	44.8500	1887.243		
	41 and over	18	46.8333	1969.840		

Emotional self awareness	< 30	42	77.9524	14.136	.132	.877
	31-40	40	77.2750	5212.824		
	41 and over	18	77.0556	5226.960		

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P < 0.05

The above table shows the life satisfaction scores are slightly significant at the 5 % level of significance and the P-value is 0.056 while the emotional intelligence is not significant with respect to age groups.

**Table 4:** *t*-score for the scores of teachers with regard to job placement for Emotional intelligence and Satisfaction with life (N=100)

	Job Placement	N	M	S.S	S.E	t	Sig
Life. S	Special	50	25.02	4.77	.67	-2.558	.01
	General	50	22.76	4.02	.56		
Emotional S.R	Special	50	103.74	10.89	1.54	-1.46	.02
	General	50	102.28	12.21	1.72		
Emotional S.A	Special	50	78.58	8.06	1.14	-2.12	.00
	General	50	76.46	6.27	.88		
Interpersonal S	Special	50	46.66	4.87	.68	-1.581	.01
	General	50	45.26	3.93	.55		

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P<0.05. Note. Life. S= life Satisfaction, Emotional S.R = self-regulation, S.A= self-awareness  
Interpersonal S= Interpersonal skills

The above table shows that the special education teachers have elevated EI and life satisfaction. There is significant differentiation on Emotional Self Regulation scale with p-value = 0.01

## Discussion

The study entitles “EI and life satisfaction of teachers employed at special education institutes and regular institutions”. The main objective of the present research was to compare level of emotional intelligence and satisfaction with life of the teacher of special education and teachers of regular education institutions. Another objective was to find out the association between satisfaction with life and emotional intelligence.

Results show that the mean scores of teachers of special institutes were higher than teachers of general institutes which revealed that teachers of special institutes have a high level of EI and satisfaction with life. Relating with the previous conclusions, the teachers showed high levels of intellectual abilities and success, they possess an optimistic approach towards emotions and great satisfaction towards the teaching profession. It is considered to be essential and important for the teaching professions. Results are also consistent with the study of Sahin (2010).

The findings show that emotional self regulation, emotional self awareness, and interpersonal skills of EI were definitely related with life satisfaction at ( $p < .0.01$ ). Previously, the researchers have also observed this link (Ciarrochi, Chan, & Caputi, 2000; Shaukat & Muazzam, 2019).

The findings of this study further indicated nonsignificant difference with respect to EI and satisfaction with life of teachers regarding gender. Results are supported by previous study conducted by Deniz et al. (2010) that revealed that there was no significant differentiation between life satisfaction and EI with respect to the gender of teachers of special education institutions. The findings further revealed a nonsignificant difference among age groups with respect to emotional intelligence. However, the life satisfaction scores were slightly significant. Similar findings were reported by Shamim and Muazzam (2018) previously.

### Limitations and Suggestions

Every research has certain limitations and demerits. This research also includes certain drawbacks, e.g., large sample size should be taken to increase the generalizability of the study. Another limitation of this study is that the sample was taken only from Bahawalpur city. In future research other geographical areas should also be included. It is also suggested that more studies should be conducted about the problems of the teachers working at special education institutions, particularly in Pakistan because of the scarcity of research in this area (Muazzam, Mubeen & Batool, 2017).

### Conclusions

Teachers working in special education institutes were found to have higher satisfaction with life and EI as compared to teachers working in regular institutes. It might be because they are not only attached with this noble profession but also helping children with special needs and abnormalities who need more care and attention (Muazzam & Javed, 2013). Findings did not reveal any statistical differences regarding participants' age and gender and their emotional intelligence and life satisfaction scores.

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