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The Relationship between Emotional Intelligence and Teacher's Marital Satisfaction

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A B S T R A C T

The aim of this study was to investigate the relationship between emotional intelligence and teachers' marital satisfaction. The statistical population of the study included all male and female teachers of the city of Bandar Abbas in 2014-15 academic years. The research sample consisted of 50 teachers (25 female and 25 male). Shoots' Emotional Intelligence and marital satisfaction questionnaires were the data collection tools. Mean, standard deviation and Pearson correlation coefficient were used to analyze the data. The results showed that there is a significant and positive relationship between the dimensions of emotional intelligence and teachers' marital satisfaction. Accordingly, the emotional intelligence is a proper predictor of teachers' marital satisfaction.

Keywords: Emotional Intelligence, Marital Satisfaction, Teachers.

INTRODUCTION

Emotional intelligence is an umbrella term that encompasses a broad set of personal skills and characteristics. It usually refers to those intrapersonal and interpersonal skills that are beyond the scope of certain prior knowledge, such as IQ and technical or professional skills. Emotional intelligence has been one of the latest debates of experts in regard to the distinction between logic and emotion and contrary to the primary subjects in here; thought and emotion are considered as subjects to compatibility and intelligence. Moreover, like all the other debates about the nature of human being, emotional intelligence is also affected by two types of scientific and populace debates¹.

In the view of Bar-on, cognitive intelligence is not the only major index to predict the success of people; because many people have high cognitive intelligence, but are not successful in life. Designing a multifaceted model for emotional intelligence, Reuven Bar-on knows it as a set of talents and abilities that prepares individuals to be effectively consistent with the environment and

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successful in life. These abilities change and grow during the time and are improvable by training methods².

Peter Salovey and John Mayer published the basic concept of their theory as "emotional intelligence" for the first time in 1990³. Salovey pointed to five areas that include: self-awareness (understanding your own emotional states), emotion management (emotion management in a reasonable manner), self-motivation, impulsive control (delayed satisfaction and be able to be placed in a good mental state), recognizing the emotional state of others, empathy, relationship with others⁴.

Fitness believes that emotional intelligence construct, or at least some of its facets, has the capacity of enrichment of a marriage coupled with compatibility and desirable and stable satisfaction. They believe that the ability to understand and accept each other's thoughts, feelings and emotions in marriage is associated with greater satisfaction, and people with higher emotional intelligence experience more marital satisfaction compared to people with low emotional intelligence⁵. As a result, signs of emotional incompetence and lines of thought or behavior of couple mistakes that can lead to conflict or separation prove that emotional intelligence plays a critical role in the survival of the marriage and marital relationship.

Mahanian, Borjali and Salimizadeh concluded that there is a significant correlation between emotional intelligence and marital satisfaction. 13% of changes in marital satisfaction are defined by emotional intelligence². The paper also examines the relationship between emotional intelligence and marital satisfaction of Bastak city (in Iran) teachers.

METHODOLOGY

This study is a quantitative research and the method was correlation. This study examines the relationship between emotional intelligence and marital satisfaction of Bandar Abbas city teachers. The statistical population of the study comprised of all the male and female teachers of Bandar Abbas city who were enrolled in 2014-15 academic years. Since this study aims to investigate the relationship between emotional intelligence and marital satisfaction of Bastak city (in Iran) teachers, no especial method was used to determine the sample volume and 50 teachers (25 male and 25 female) were randomly selected as statistical sample. The following questionnaires were used in order to collect the required information.

Marital Satisfaction Questionnaire: This 25-question tool has been developed to measure the intensity and scope of the problems between couples in the marital relationship. This index has two cut-off points. One is (+5) 30 and scores below this show the lack of important clinical problems and scores above that show considerable clinical problems. Another is 70 cut-off point and the scores above this almost always show the severe stress and aggression to solve the problems. In

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this study, both the cut-off points are used. Test reliability is obtained as 96% using test-retest. The reliability of this questionnaire was 0.92 in the study by calculating Cronbach's alpha coefficient.

Shoot's Emotional Intelligence Questionnaire: This questionnaire is made by shoot and colleagues in 1998, based on the theoretical model of emotional intelligence of Salovey and Mayer (1990). In total, it has 33 articles. Each phrase in this questionnaire is formed of a response range of five including: absolutely false, false, partly true, true and absolutely true. Reliability of the questionnaire was 0.82 through Cronbach's alpha test.

In order to analyze the descriptive data, statistics such as mean and standard deviation were used and Pearson correlation coefficient was used for inferential statistics as well.

RESULTS

In this section, the descriptive findings of the research variables are presented first and then inferential results are shown.

Table 1. Mean and standard deviation of emotional intelligence variable and its dimensions and teachers' marital satisfaction

Variables	Mean	Standard deviation
Optimism/emotion regulation	30.66	4.519
Evaluation of emotions	23.98	6.169
Social skills	26.92	5.434
Emotion functions	14.94	8.314
Emotional intelligence	81.78	16.955
Marital satisfaction	62.82	24.834

According to table 1, the results showed that the mean of emotional intelligence is 81.78 and the mean of marital satisfaction was 82.62.

Table 2: Pearson correlation coefficient test of emotional intelligence and its dimensions and teachers' marital satisfaction

Variables	Marital satisfaction	
	Correlation coefficient	Level of significance
Optimism/emotion regulation	0.362	0.04
Evaluation of emotions	0.383	0.04
Social skills	0.215	0.03
Emotion functions	0.218	0.02
Emotional intelligence	0.447	0.001

The statistical results in table 2 about the Pearson correlation coefficient test between the emotional intelligence and its dimensions with marital satisfaction showed that there is a positive and significant relationship between the emotional intelligence and its dimensions (except for the evaluation of emotions) with teachers' marital satisfaction in the city of Bandar Abbas in the certainty level of 95%.

CONCLUSION

The aim of this study was to investigate the relationship between emotional intelligence and teachers' marital satisfaction. Abundant evidence shows that couples, in today's society, suffer from several widespread problems to establish and maintain intimate relationships and understand the feelings of their spouse.

It is obvious that the insufficiencies in the emotional adequacies of couples besides numerous factors affect the marital life badly including: insufficiencies in self-awareness abilities, continence, empathy and the ability to solace each other. On the other hand, the results show that emotional intelligence in both male and female teachers can properly explain the marital satisfaction. Accordingly, it seems that training the role of emotional intelligence can have an effective role in the improvement of interpersonal and marital relationships.

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