

Quality of Life and Emotional Intelligence in a Sample of Kuwait University Students

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Abstract

The Purpose of the study is to Describe of the nature of the relationship between quality of Life and Emotional Intelligence in a sample of Kuwait University students, as well as to identify the differences between males and females in the variables of the study, The study sample consists of 400 students from the University of Kuwait, (200) males and (200) females with average age of (21.38 ± 0.72) years, and the study includes tools of emotional intelligence scale, and scale the quality of life, The findings reveal that the presence of correlated relationship has a positive statistically significant between the dimensions of emotional intelligence and the dimensions of quality of life. It turns out that there are statistical significance differences between males and females in the quality of life and emotional intelligence in favor of the female students.

Keywords: Emotional Intelligence, Quality of life

1. Introduction

Psychology research recently focuses on the study of positive psychology, which focuses on developing positive aspects and the strengths of sides in individual development rather than focusing on the negative aspects and weaknesses.

Hence, (Seligman, 2000: 11) indicates that positive psychology is interested in purposeful meaningful life, and how to build positive nature of the life of the individual, therefore, it focuses on the important role that can be played by some of the positive variables such as quality of life and satisfaction about it, and other variables that could have an important role in the activation of the strengths of the individual rather than focusing only on the study of the negative factors of the individual. At the individual level, the positive psychology is concerned with the study and the analysis of the positive features of the individual such as happiness and understanding the positive feelings.

There is a close link between the quality of life and the effectiveness and the feelings of the individual as the increase in the quality of life not necessarily leads to better emotional intelligence of the individual and vice versa. There is a relationship between emotional intelligence and the quality of life, such as studies of (Livingston 1991), (Extremera & Fernandez, 2002), (Palmer., Draldson & Stough, 2002), (Gannon & Ranzijn, 2005), so the quality of student life psychological, spiritual, mental, environmental and social life needs can be achieved by providing them with knowledge and inculcate positive values, and the development of life skills, and further the emotional intelligence is related to the quality of life, as it can help the individual to cope with life situations, and understanding them within multiple perspectives.

1.1 Introduce the Problem

The goal sought by any society is to improve the quality of academic life for individuals because of its importance in achieving mental health of the individual, and satisfaction about life being experienced. It is also found that the individual does not have one type of intelligence but enjoys multiple types of intelligences, they handle different life situations encountered and understood from different points of views.

Through the review of many studies in this area, the researcher noticed - according to her knowing- the existence of few in the Arab studies on emotional intelligence and its relationship to the quality of life in Kuwait University students.

As it turns out there is a conflict in the results of previous studies on the relationship of the quality of life with the emotional intelligence whereas some studies have shown the existence of a positive relationship, such as the study of Eissa and Rashwan (2006) and the study of (Pablo & Natalio, 2006). Other studies have denied the existence of a relationship between the two variables, such as the study of (Abu Adiyar, 2014)

Hence, the importance of the current research appears to identify the extent of correlation of the quality of life and the emotional intelligence in a sample of Kuwait University students.

1.2 Literature and Related Scholarship

Researchers differ on the concept of quality of life and numerous indicators varied - pointed by researchers on the quality of life - There is often a definition based on the light of two main dimensions and each has its particular indications and they are the subjective dimension and the self-dimension.

(Gilman., Easterbooks, and Frey, 2004:144) sees that the quality of life – under overall sense – is regulated in accordance with internal mechanisms. Therefore researchers should focus on their own ingredients

to the quality including the self-esteem of the trend towards life in general, and the perceptions and visions of the individual to the world of experience they are dealing in, and the quality of the aspirations and level. It can be measured in this study by the average of the sample grades on the test the quality of life prepared for that purpose.

A number of researchers meet on the definition of emotional intelligence as "a set of emotional and mental skills, enjoyed by the individual, which are essential for success in the professional interactions and in various life situations, as well as the ability to know our feelings and the feelings of the others and to motivate ourselves and manage our emotions and our relationships with others (Golman, 1999, 271; Epstein, 1999, 65) It can be measured in this study through the averages of sample grades on the test of the emotional intelligence prepared for that.

(Mirban, 2000) refers to the existence of relationships and links between emotional intelligence levels and personal performance indicators such as evaluating friends, emotional success, empathy with others, the quality of relationships, safe connection, recognizing levels of happiness (happiness in particular, satisfaction with life in general)

Previous studies aim varied as they aimed to explore the relationship between emotional intelligence and life satisfaction, such as (Palmer et al., 2002), and (Gannon & Ranzigen, 2005). The Martinez study (1997) aimed to test the ability of the emotional intelligence on the prediction of psychological and social performance. while Laura study (2006) purposed to determine the relationship between emotional intelligence and interact with the society and concern in the performance and their common impact on personal adjustment where it's considered media to the results of life in general (such as achieving a target, satisfaction about life).

Extremera and Fernandez (2002) ,Yates (1999) and Elizabeth et al. (2008) agreed in terms of the goal, where they studied the relationship between emotional intelligence and health, but Elizabeth added personality and happiness as additional variables and tried to search its relationship with emotional intelligence as they also are considered predictors of the quality of life.

(Dolev, & Leshem, 2017) refers to the qualitative findings of a comprehensive research project which followed a two-year emotional intelligence development programme, as part of teacher-targeted professional development training .The focus of the study was to explore what impacts an EI training programme might have upon the participants. The findings indicate that EI can be developed and that the EI training programmes may be effective in bringing about positive EI shifts and related behaviours .

1.3 Hypotheses

- The first hypothesis: There is correlative statistically significant relationship between emotional intelligence, and the quality of life of university students.
- The second hypothesis: there are significant differences between male and female students in the quality of life.
- The third hypothesis: There are significant differences between male and female students in the emotional intelligence.

2. Methods

2.1 Research Design

The descriptive correlative comparative approach is used to reveal the nature of the relationship between emotional intelligence and the quality of life.

2.2 Sample of the study

The sample of the study consists of 400 male and female students from the Faculty of Social Sciences, University of Kuwait, of which (200) males and (200) females with an average age of (21.38 ± 0.72) years.

2.3 Instruments of the study

- Percentage of emotional intelligence scale for Bar-On in 1997: this measure is originally set by Bar - On under the name of Bar-On Emotional Quotient Inventory; it is translated into Arabic language by Farouk in 2001, the measure passed on several amendments, both in terms of the formulation of clear items and meaningful terms, and also in terms of the way to answer on the scale in a simple way. The checking of the veracity of the scale was done in this study through the link sincerity account with external arbitrator which is the emotional intelligence measure, and the correlation coefficient between the two scales was 0.68; it is a correlation significant at 0.01.

For the stability of the scale, it was counted in the way of retail midterm by Spearman equation, Gotman and Alfa Cronbach and the reliability coefficient of the scale ranged between (0.84 - 0.70)

- Measure of the quality of life for university students is prepared by Mansi, and Kazem (2006). The aim of estimating the quality of life perceived, examined, and consists of (60) items are (6) components: the

quality of public health, the quality of family and social life, the quality of teaching and learning, the quality of the feelings (the emotional side), the quality of mental health and quality of occupying time and time management and the answer on the five-scale items.

Verifying the authenticity of scale was checked by the sincerity linking account with external arbitrator which is the measure of the quality of life Abdumotty translation (1995) and the correlation coefficient between the two scales, a 0.72 it is a significant correlation at 0.01.

For the stability of the scale, it was counted in the way of retail midterm by Spearman equation, Gotman and Alfa Cronbach and the reliability coefficient of the scale ranged between (0.84 - 0.70)

2.4 Administration procedures

Administration procedures were done through certain successive stages:

- The researcher applied the measure of emotional intelligence and the quality of life within collective application on a sample of students from Kuwait University.
- The researcher gave full freedom to students to answer questionnaires according to their desire in order to achieve the maximum degree of honesty in answering.
- The concepts of study was clarified because they are modern concepts and have not been exposed to them by most students who have responded positively with a high degree.
- Some forms, which seemed to be same in the shape of the answer and they are going to a single frequency, had been excluded (tendency to approval) or rejection, as well as forms that were void of many items, including the answer. The sample size apart from the excluded forms reached (400) male and female students. The application of tests took 25 to 35 minutes. The application was made at the end of the first semester of the academic year 2016/2017 and it took about 10 days. Marking the forms and the data entry were done for statistical processes.
- The conducting of statistical processes was made by using the Statistical Package for Social Sciences (SPSS).

2.5 Statistical Treatment

Several statistical methods were used to answer questions of the study and to verify the study variables. The researchers used the statistical package of social science (SPSS) in order to work out the following descriptive statistics which includes:

- ❖ Means and standard deviations
- ❖ Alpha Cronbach's Coefficient
- ❖ Pearson Correlation Coefficient
- ❖ T-test and multiple regression analysis

3. Results and Discussion

3.1 A relationship between the emotional intelligence and quality of life of the sample study.

Table 2. The relationship between the emotional intelligence and quality of life

Q O L E I	General health	Quality of Social	Quality of education	Quality of emotional	Quality of Psychological	Quality of time	Total score
The Intrapersonal Intelligence	**0.35	**0.31	**0.39 -	0.07-	0.04	**0.47	**0.36
The Interpersonal Intelligence	**0.44	**0.51	**0.46-	0.07-	0.02	**0.58	**0.38
Adaptability	**0.51	**0.66	**0.51-	**0.61-	0.03	**0.39	**0.43
Stress management	0.06	0.07	0.02-	0.07-	0.02	0.01	0.00-
General mood	**0.59	**0.53	**0.38-	0.06-	0.03	**0.43	**0.38
Total score	**0.46	**0.63	**0.41-	*0.30-	0.03	**0.58	**0.47

** Significant at the 0.01 level (2-tailed).

The followings are shown in the table above:

- 1) There is positive statistically significant correlative relation among some emotional intelligence components (such as personal intelligent, social intelligence and the general mood) and some components of the quality of life represented in (the level of satisfaction, work, family relations, social relations, and activities of daily life as essential dimensions to the quality of life).
- 2) There is negative statistically significant correlation relationship between some of the emotional intelligence components (such as personal intelligence, mood status and the ability to adapt) and some components quality of life represented in physical health and mental health.

Overall, we conclude that there is a positive significant statistical relationship at (0.01) between the total score of emotional intelligence, and the total score for the quality of life.

Through presenting the result of the first assumption, it indicates the existence of positive statistical linking relationship between emotional Intelligence and life quality for students in Kuwait University. Result; of such assumption agree with several previous studies that indicated the existent link between emotional intelligence and life quality. Study's results by Martinez & Manuel (1997) indicate the positive existent link between emotional intelligence and satisfactory agreement about life. Extremera (2002) indicated in his study that he had done on (99) Spinach women, some reached menopause and some not. Whereas the realized emotional intelligence may be an important role in the health status that females enjoy it in middle age. Gannon et al. (2005) indicated that emotional intelligence can predict some satisfaction dimensions about life.

This can be interpreted that emotional intelligence includes a lot of dimensions and abilities that if human owns they, lead him to succeed in his life greatly beside, his satisfaction about his life. Life satisfaction is one of the important appearances to feel life quality. Person who has high emotional intelligence means that he has the ability to deal with others in high efficiency. He is able to know himself and adapting with surround profiles in suitable condition, managing pressures and problems which may face him and manage his mood beside looking at the bright side. This lead to improvement and upgrade life quality level. This agreement with some previous studies whereas Al-Faramawy Studies (1999) indicated that life quality exist inside human including from characteristics may be represented in integration between self-force, good double standard in human's behavior, trend for religiosity (Al-Faramawy,1999: 215).

3.2 Significance of differences between males and females in quality of life

Table 4. Mean scores, standard deviations and t-test values of males and females in emotional intelligence

Tests	Males (n=200)		Females (n=200)		T
	Mean	Std. Deviation	Mean	Std. Deviation	
General Health	41.32	6.35	32.88	12.77	**3.51
Quality of social life	28.72	6.13	39.88	8.84	**4.39
Quality of education	26.24	10.73	38.12	9.15	**3.78
Quality of emotional	30.80	14.53	53.00	11.79	**5.89
Quality of Psychological life	27.28	9.08	33.20	6.49	*2.55
Quality of time	35.85	37.32	40.44	32.47	**2.81
Total score	240.01	3.28	281.85	2.88	**5.04

** Significant at the 0.01 level (2-tailed).

* Significant at the 0.05 level (1-tailed).

The values of (T) shown in table (2) reveal that there are statistically significant differences between males and females of university students in most dimensions in the quality of life which tends to female in the sense that females' feelings in the quality of life and harmony are more than males.

With different Variable sex (males and females) A growing body of research has linked emotional intelligence (EI) to different life aspects, including personal well-being, quality of social relationships and professional effectiveness. In the field of education, EI has been linked to different aspects of school life, such as learning, academic achievements and pro-social behaviours among students and more recently, to effective teaching (Dolev, & Leshem, 2017)

This can be interpreted that females are able to achieve success in their work as their emotional intelligence represents an important role in developing their performance level .(Hawash ,2004) indicated that emotional intelligence strengthens the professional achievement, occupational performance and life satisfaction. So females own high degrees of emotional intelligence which helps such females to perform their roles efficiently in addition to their seek to develop their knowledge and professional experience that make their work easier (Wong, Wong & Law,2005).

3.3 Significance of differences between males and females in emotional intelligence

Table 4. Mean scores, standard deviations and t-test values of males and females in emotional intelligence

Tests	Males (n=200)		Females (n=200)		T
	Mean	Std. Deviation	Mean	Std. Deviation	
The Interpersonal Intelligence	78.88	12.77	100.32	6.35	**3.51
The Interpersonal Intelligence	49.88	8.84	65.72	6.13	**4.39
Adaptability	58.12	9.15	76.24	10.73	**3.78
Stress management	53.00	11.79	80.80	14.53	**5.89
General mood	56.20	6.49	67.28	9.08	*2.55
Total score	409.44	32.47	543.68	37.32	**2.81

** Significant at the 0.01 level (2-tailed).

* Significant at the 0.05 level (1-tailed).

The values of (T) shown in table (4) reveal that there are statistically significant differences between males and females of university students in most dimensions in the emotional intelligence which tends to female in the sense that females' feelings in the quality of life and harmony are more than males.

The clarification of this result the light of the female that concept of quality of life is associated with their lifestyle, and which activities and capabilities they are doing to control what is going on around and their future, and the male, There are many obstacles that prevent them from reaching the sense of the quality of life, including life pressures they face and the internal conflict felt by males as a result of underachievement, and lack of ability to control. The requirements students need most are the ability to accomplish, academic achievement and keep match with scientific process, which leads to the increase of their sense of the quality of life. (Abdul Khaleq, Eid, 2008).

Results of the current study differ with the study Iraqi and Mazloun performed. Study on university's students revealed that nonexistence of statistical differences between males and females degrees about standard of life quality after applying the indicative programme aimed to develop their life quality.

findings of the current study differ from Hashem (2001) who revealed nonexistence of significant differences between males and females in life quality whereas desires of males and females are luxury, happiness and life satisfaction not differ in Kuwaiti culture.

Also these results are contrary to the findings of Brown, George-Curran and Smith (2003) who found that gender was not a moderator of the relationship between the 4 emotional intelligence factors

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