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The Impact of Emotional Intelligence on the Quality of Life from the Point of View of Teachers in Educational Institutions in Jordan

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Abstract

The current study aimed to identify the role of administrative creativity in the performance of teachers in public schools in the Irbid governorate, and to achieve the objectives of the current study, the descriptive analytical approach was used for its suitability to the type of study, where a questionnaire was developed to collect data from the sample that was chosen randomly from the study population of teachers in the governorate of Irbid, based on a sample of (250) male and female teachers. The questionnaire was sent and applied electronically, and (230) questionnaires were retrieved, i.e. (92%) of the total study sample, all of which are suitable for statistical analysis. The study also recommended the need to prepare training programs to develop administrative creativity among employees working in public schools and to create an appropriate environment for all employees working in public schools to help them create, develop, innovate, and take initiative. The results of the study showed that there is a statistically significant effect of emotional intelligence on the quality of life represented by its three dimensions (social relations, work environment, stability, and job security), which indicates the existence of a correlation between emotional intelligence and quality of life in educational institutions in Jordan.

Keywords: Administrative Creativity, Teachers' Performance, Government Schools.

Introduction

Due to the rapid developments in the current era characterized by information and the challenges and threats that modern institutions face due to the many changes in the fast world, all institutions must pay attention to the quality of the work life of employees and how to improve it, as the work-life environment is an integral part of these challenges, changes and accompanying conditions. she has. Therefore, workers in institutions are not isolated from society and are affected and influenced by the quality of work life. The quality of work life is one of the concepts of organizational psychology, and many researchers and theorists have been interested in it since the last century, such as Taylor and Linton (Al Balushi and Al Dhafri, 2019).

In addition, the quality of work life for employees plays an important role in the success of organizations and their impact on society. Integrated comprehensive processes and programs help improve the quality of work life and achieve a balance between life and work for workers. Therefore, improving the quality of work life must be a strategic goal for any organization, regardless of the level of progress in any country (Al-Sarraj, 2017).

Therefore, the concept of emotional intelligence has witnessed great interest by many researchers in educational psychology in recent years, due to its importance and vital role in the individual's life and its close connection to his thinking and behavior. It plays a decisive role in

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success in work, study, and social life, as emotional intelligence consists of a group of Emotional skills that constitute the first basis for achieving compatibility and adaptation in life, which is a fundamental and important factor in an individual's success and feeling of happiness and satisfaction and affects the quality of life (Al-Sibai, 2019).

Quality of life is one of the most important modern psychological concepts, as economists and politicians were interested in it at the beginning of the twentieth century, it came into the interest of psychologists in the sixties of the last century, and specialists' interest in it increased with the beginning of the new millennium (Al-Ashry, 2019). The concept of quality of life comes broadly and comprehensively as The individual's ability to have a good physical and psychological health life, a clean and rich surrounding environment, satisfaction with the services provided such as education, health, communications and transportation, and the promotion of ideal values, social justice and the spirit of love among people, as the quality of life no longer means survival and being satisfied with the minimum basic needs. Rather, it includes economic well-being, social support, and health care, as it relates to every individual in society, regardless of his status and social rank (Al-Amoudi, 2017).

The Study Problem

The teacher's emotional intelligence plays a vital role in the classroom. An effective and intelligent teacher can influence and control all students establish good relationships with them and benefit from their reactions and feelings. The teacher's influence goes beyond just mental abilities, as feelings and emotions play a prominent role that outweighs the mental aspect. Therefore, the teacher needs the emotional skills that enable him to achieve the desired educational goals. Despite the great importance of the teacher's role in the educational process, studies have not paid sufficient attention to studying the quality of life from the point of view of teachers in educational institutions.

The Current Research Attempts to Answer the Following Main Question:

Is there an effect of emotional intelligence on the quality of life from the point of view of teachers in educational institutions in Jordan? The main question branched out into a group of the following sub-questions:

- 1- Is there a statistically significant effect of emotional intelligence on social relationships from the point of view of teachers in educational institutions in Jordan?
- 2- Is there a statistically significant effect of emotional intelligence in the work environment from the point of view of teachers in educational institutions in Jordan?
- 3- Is there a statistically significant effect of emotional intelligence on job stability and security from the point of view of teachers in educational institutions in Jordan?

the importance of studying

Scientific Importance:

The scientific importance of the current study emerges from the topic it dealt with: The impact of emotional intelligence on the quality of life from the point of view of teachers in educational institutions, as it is considered one of the topics that have received great attention recently by researchers in the humanities and educational sciences, as emotional intelligence has a role in the individual's life and His self-confidence, thinking, intelligence, and ability to adapt and enrich the educational literature on the subject of quality of life and emotional intelligence, thus

improving teachers' performance represented in the process of creating and building students' personalities, teaching them, influencing them, and all his teaching strategies, whether inside or outside the classroom. Therefore, it is research. A comprehensive scientific study that enriches Arab libraries, and can be used to create other future research.

Practical Importance:

The importance of the practical study is highlighted in the importance of the results and recommendations presented regarding the impact of emotional intelligence on the quality of life from the point of view of teachers in educational institutions, as this study helps clarify the importance of having emotional intelligence and its positive impact on the quality of life among workers in educational institutions in Jordan. In addition to defining and sequencing the goals that must be achieved to be able to reach the goal of the educational process.

The limits of the study

Objective limits: The impact of emotional intelligence on quality of life

Human limitations: The study was limited to teachers in educational institutions in Jordan

Spatial limits: The study was limited to teachers in educational institutions in Jordan

Time limits: This study was conducted in 2023.

Procedural definitions:

Emotional intelligence: means the ability to control feelings and emotions and transform them into positive ones, interact positively with others, and the ability to understand their feelings and influence them positively, which helps to develop social relationships and mental and professional advancement. It is an important skill that an individual must possess, whether in personal life or Professionalism, as it helps to achieve goals and succeed in life and has many names, including emotional intelligence, emotional intelligence, and emotional intelligence (Abu Al-Tayeb, 2020).

Quality of life: It is how individuals evaluate their daily lives in certain circumstances and times, what is their situation in light of the surrounding environment in which they live, and what the relationship of this to their goals, expectations, standards, and interests in light of their evaluation of aspects of their lives that include life satisfaction, professional activities, activities Daily life is also considered the state of employees' satisfaction with their work environment in terms of material and moral aspects and the availability of factors necessary for the employees' well-being, which helps them achieve job satisfaction and security and enhances the possibility of exerting their maximum efforts in serving the organization in which they work (Al-Barbari, 2016).

Theoretical Framework and Previous Studies:

The concept of emotional intelligence is one of the concepts that has become widespread in the modern era, and one of the reasons that led to the spread of this concept is that it is viewed as the best way to succeed in social life. Al-Ashry (2019) believes that the concept of emotional intelligence is the ability to understand an individual's emotions and their details, as well as Understanding the feelings, emotions, and preferences of others, and the harmony of these two awarenesses helps the individual direct his thinking and behavior towards harmony with the self and others. Al-Zahrani (2020) defined it as a set of motor, cognitive, and social skills that the

individual possesses and helps him recognize, analyze, and control his feelings, in addition to the ability To understand the feelings of others and deal with them effectively and distinctly, and developing these skills can lead to better mental and emotional development for the individual, and improve his social, personal and professional relationships. Al-Darabkeh and others (2023) defined it as a set of skills that enable the individual to recognize his feelings and emotions and use them in a way. Positively to improve the quality of his life, in addition to the ability to understand the feelings of others and interact with them distinctly and healthily. This includes the ability to analyze and evaluate personal feelings, appropriately express them, and organize and control them. It also includes the individual's ability to understand the feelings of others and interact with them in a kind and cooperative way, and success can be achieved in Social, professional, and personal relationships by developing these skills, promoting mental health, happiness, and self-satisfaction in all aspects of life.

The importance of emotional intelligence appears in the ability to empathize and communicate with others and understand their feelings and needs. Emotional intelligence also helps in expressing emotions, making decisions accurately, and using emotional inputs in judgment. By developing emotional intelligence, it is possible to form better friendships and social relationships, and achieve compatibility with others, in addition to achieving goals and being satisfied with life. Emotional intelligence is considered essential for a person to know himself, his qualities, others, and their qualities, and to deal effectively with reality and others. Emotional intelligence can help achieve success in life and work, and individuals who have emotional intelligence can become higher in love, persistence, achievement, and the ability to communicate, lead, and succeed (Hanawi and Khoja, 2019).

To obtain the best educational results, the quality of work life must express the extent to which workers in the workplace are satisfied with the quality of life and the working environment and the extent to which the organization responds to their functional, personal, social, and economic needs. The quality of work life contributes to improving the overall performance of the organization and achieving its goals, as workers who feel satisfied And appreciated in the workplace is that they are more productive and dedicated to their work, and thus contribute to the success of the organization and achieving its goals better. Therefore, the quality of work life is considered an important factor in enhancing the level of general well-being of employees and increasing their productivity and efficiency at work. It also contributes to making the organization more attractive to workers and reducing rates of Change in jobs and job stability, which leads to providing greater stability and sustainability for the organization. Organizations can achieve quality of work life by providing a healthy and safe work environment, providing training and continuous development opportunities for workers, motivating and appreciating them, providing fair and attractive incentives and benefits, and providing a balance between work and personal and family lives for workers (Samhan, 2020).

The concept of quality of life is one of the important concepts in our current era, and studies have confirmed its importance in improving the overall performance of the organization, achieving its goals, developing a productive work relations climate that reduces conflicts between employees and management, and providing a work environment that helps solve problems. It also works to encourage the effective participation of the largest possible number. It works to increase employee affiliation and loyalty, achieve integration and interaction between the organization's goals and their goals, improve human relations in the organization, reduce absenteeism rates in the organization, and invest the best human resources in the organization, which leads to Increasing organizational efficiency and effectiveness, solving problems facing

employees or the organization in a participatory manner, making the organization democratic, and improving the work environment by reducing working hours and maintaining the safety of workers in the organization (Madi, 2016).

The study by Al-Darabkeh et al. (2023) aimed to know the level of emotional intelligence and quality of life and the relationship between them among a sample of gifted students in the middle and secondary stages in the Kingdom of Saudi Arabia, as well as to reveal the differences in both emotional intelligence and quality of life according to the variables of gender and educational stage. This is to reveal the differences. In both emotional intelligence and quality of life according to the variables of gender and educational stage. To achieve this goal, the emotional intelligence measure and the quality of life measure were used. The results showed that there were statistically significant differences between males and females in emotional intelligence and quality of life in favor of males. The results also showed that there were statistically significant differences between middle and high school students in emotional intelligence and quality of life in favor of the stage.

The results of the study also indicated that there is a positive relationship between emotional intelligence and quality of life among gifted students in the middle and secondary stages in the Kingdom of Saudi Arabia. The study recommended preparing programs that include parents and teachers to raise their emotional competence and train them to provide means of quality of life, which will reflect positively on the children. And students.

The study by Bouscayet and Awadi (2020) also aimed to reveal the relationship between quality of life and emotional intelligence among school and vocational guidance and counseling counselors and to reveal the level of emotional intelligence and quality of life among the sample members. The results indicated that there is a weak positive correlation between quality of life and emotional intelligence among guidance and counseling counselors. School and vocational studies also indicated that the level of quality of life and emotional intelligence was high among members of the study sample

The study by Sweid and Durba (2021) aimed to identify the relationship between emotional intelligence and quality of life among a sample of students at the University of Damascus, and to identify the level of emotional intelligence and quality of life among the students who are members of the research sample, and to identify the differences between the members of the research sample on the two measures of emotional intelligence and quality of life according to the variables (sex, and academic specialization). The results of an average level of emotional intelligence among students in the research sample showed that there is a direct correlation with positive statistical significance between emotional intelligence and quality of life.

Hayei and Abdel-Malik (2015) also conducted a study that aims to reveal the relationship between emotional intelligence and quality of life among secondary school students, in addition to revealing differences between males and females in the level of both emotional intelligence and quality of life. This study was applied to a sample of 250 high school students. Muhammad Al-Eid Al Khalifa, and Mutqan Shabani Abbas in the city of Al-Dubaila. The descriptive approach was used, using the following statistical methods: the simple Pearson correlation coefficient, to study the relationship between the two variables, and the “t” test to study the differences between groups at the level of variables. The study revealed the following results: • There is a statistically significant relationship between emotional intelligence and quality of life among secondary school students. • There are statistically significant differences in the level of emotional intelligence between male and female students, in favor of females. • There are no

statistically significant differences in the level of quality of life between male and female students. • There are no statistically significant differences in the level of emotional intelligence between first-year and third-year secondary school students. • There are statistically significant differences in the level of quality of life between first-year and third-year secondary school students, in favor of first-year students.

The Anjum 2017 study aimed to determine the relationship between emotional intelligence and quality of life. The sample in the current study consists of 60 secondary school teachers. Conjoint and proportional relational analysis was used to test the significance of the difference between the two groups. The result shows that there is a difference in the quality of life standards in the two groups. It has been proven that teachers have weak emotional intelligence and have a poor quality of life. The results also show a positive correlation between emotional intelligence and quality of life.

Hamid (2015) conducted a study aimed at identifying the relationship between emotional intelligence, work stress, and quality of life. The population studied in this research is all secondary school teachers in the city of Ramshir and the results indicate that there is a significant positive relationship between emotional intelligence and work stress as well as emotional intelligence and the quality of life of teachers. There is a statistically significant negative relationship between work stress and the teacher's quality of life. There is also a significant and positive relationship between emotional intelligence, work stress, and teachers' quality of life as well.

Researchers believe that there are several dimensions to quality of life, and three dimensions were taken into account: (social relations, work environment, stability, and job security). Each of them is explained below:

First: Social Relations:

Sound social relationships between employees in the educational institution are of great importance, as they enhance productivity and creativity and ensure the achievement of the institution's comprehensive goals. Therefore, the educational administration should pay attention to these relationships and strengthen them by adopting them as a basis for developing a positive climate within the institution. Social relationships include all interactions that occur between individuals in the institution and include, for example, Example: Relationships between subordinates and between subordinates, superiors, and workers in general. Paying attention to the human aspect in dealing with individuals within the organization is considered an important factor in providing a positive and supportive work environment to achieve common goals, as recent research indicates that good social relations within the work environment lead to increased productivity, employee commitment, and satisfaction. This reflects positively on achieving the overall objectives of the institution. Therefore, the educational administration should invest in building good social relations and be wise and skilled in organizing and strengthening them (Madi, 2014).

Second: Work Environment:

The impact of the work environment on the performance of employees is considered very large, as the work environment consists of physical, psychological, and social aspects. This topic is considered very important, as it receives great attention from management behavioral scientists. Therefore, improving the work environment is a social and economic necessity, and this can be achieved by improving the internal conditions of work. Providing better services to employees.

Institutions and organizations influence employees through the factors and capabilities they provide that guide them, such as leadership style, the nature of work, specialization, regulations, promotion systems, wages, and physical conditions, including good lighting, ventilation, and the nature of the temperature of the work environment. The work environment includes everything that surrounds the employee, including the nature of the work and special laws. With work and promotion, in addition to the workplace and related financial conditions (Ben Rahmoun, 2014).

Third: Job stability and security:

Job stability is considered an essential element for achieving success in any organization, as anxiety and uncertainty about job instability can lead to a decline in performance and productivity, an increase in the turnover rate, and the cost of training and hiring new competencies. Therefore, organizations must work to provide a stable, safe, and motivating work environment for employees, through... Providing opportunities for career growth, training and development, appropriate rewards, appreciation and respect, providing a healthy and safe work environment, and applying clear and fair policies and procedures for managing work (Samhan, 2020).

Study Methodology

The current study relied on the descriptive and analytical approach, to test the impact of emotional intelligence on the quality of life from the point of view of teachers in educational institutions in Jordan. This approach is considered appropriate for such a study, as it goes beyond describing the phenomenon and the problem and works to analyze the data collected and determine the impact of variables related to the study and their interpretation, as the results of the analytical study were relied upon through the data collected based on the questionnaire to come up with results and recommendations.

Study Population and Sample

The study population consisted of all teachers in the schools of the Directorate of Education, Marka District. A random sample of male and female teachers was taken, amounting to (250) male and female teachers. An electronic questionnaire was sent to members of the study sample, and (230) questionnaires were retrieved, meaning (87.2%) of the respondents. The total study sample is valid for statistical analysis purposes.

The sub-study variables were (social relations, work environment, stability, and job security).

Study Tool

The researcher relied on developing a questionnaire specific to the study to collect data by reviewing previous studies, according to a five-point Likert scale, which consists of five levels expressed (strongly agree, agree, neutral, disagree, strongly disagree) and represented numerically (5, 4, 3, 2, 1), respectively, and the relative importance was determined through three basic levels: (high, medium, and low).

Stability of the Study Tool

To ensure that the questionnaire measures the variables and dimensions to be measured, reliance was placed on testing the extent of internal consistency of the items and dimensions of the scale. Reliability coefficients were calculated based on Cronbach Alpha, and the results were as in the following table:

The field	Alpha value
Social relations	0.909
Work environment	0.919
Job stability and security	0.921
The field as a whole	0.914
Emotional intelligence	0.902

Table (1): Reliability Coefficient for Fields of Study

Table No. (1) shows the Cro-Nebach alpha coefficients, which ranged from (0.909-921), and we note that all of them exceed (0.70), which shows the stability of the study tool (Sekaran & Bougie, 2016)

Description of the Dimensions and Variables of the Study

To describe the impact of emotional intelligence on the quality of life from the point of view of teachers in educational institutions in Jordan, the arithmetic averages and standard deviations of relative importance were used for the study sample's answers regarding the dimensions and variables of the study, and the results were as follows:

the number	The dimension	SMA	standard deviation	Relative importance
	Independent variable			
1	Social relations	3.37	0.722	Medium
2	Work environment	3.34	0.684	Medium
3	Job stability and security	3.39	0.826	Medium
	Quality of life as a whole	3.36	0.873	Medium
	Emotional intelligence	3.425	0.678	Medium

Table (2):

Arithmetic means and standard deviations for the dimensions and variables of the study

Table (2) indicates that there is a medium level of interest in social relationships in educational institutions in Jordan, and there is a medium level of interest in the work environment in educational institutions in Jordan, and the independent variable as a whole was at a moderate degree, and emotional intelligence was at a moderate degree among workers in the institutions. Educational.

Results of Answering the Study Questions

To answer the main question, multiple regression analysis was used. The results appeared as follows:

The main question: Is there an effect of emotional intelligence on the quality of life represented by its three dimensions (social relations, work environment, stability, and job security) from the point of view of teachers in educational institutions in Jordan?

Dependent variable	Model Summary				ANOVA		
	Correlation	Coefficient	Adjusted	Standard	Degree	Calculate	Sig

	n coefficient R	t of determination R ²	dR ² -	d error of the model	of freedom	dF value	F
Emotional intelligence	0.656	0.430	0.422	0.496	3	58.283	0.000

*The effect is statistically significant at the significance level ($0.05 \geq \alpha$).

Table No. (3): Results of the Main Question

The results in Table No. (3) indicates the validity of the multiple linear regression test because there is a statistically significant effect of emotional intelligence on the quality of life represented by its three dimensions (social relations, work environment, stability, and job security) in educational institutions in Jordan, where the correlation coefficient reached (656. R=0), which indicates that there is a correlation between emotional intelligence and quality of life. It has been shown that the value of the coefficient of determination ($R^2=0.43$), indicates that emotional intelligence explains (43%) of the variance occurring in quality of life, while the remainder is due to other variables that were not included in the model, and the value of ($F = 58.283$) reached a significance level equal to ($\text{Sig} = 0.000$), and this confirms the significance of the regression at a significance level ($\alpha \geq 0.05$)

Regression coefficients				
Independent variables	Transactions B	Standard error	CalculatedT value	Sig T
Social relations	0.320	0.057	5.619	0.000
Work environment	0.264	0.056	4.741	0.000
Job stability and security	0.127	0.050	2.558	0.011

Table (4): Results of Regression Coefficients

* The effect is statistically significant at the significance level ($0.05 \geq \alpha$).

Table (4) shows a test of the effect of each dimension of the independent variable. It was found that the dimensions (social relations, work environment, stability, and job security) have a statistically significant positive effect individually on the quality of life in educational institutions in Jordan at a significance level ($0.05 \geq \alpha$), where the value of (B) was (0.264, 0.320, 0.127) and the value of (t) was (5.619, 4.741, 2.558), with a statistical significance of (0.000, 0.000, 0.011) less than (0.05). This indicates that there is a significant effect for all dimensions of quality of life on emotional intelligence.

To answer the sub-questions branching from the main question, Simple Regression Analysis was used, and the results appeared as follows:

Is there a statistically significant effect of emotional intelligence on social relationships from the point of view of teachers in educational institutions in Jordan?

Dependent variable	Model summary Model Summary		Analysis of variance ANOVA		Transaction table Coefficients			
	R is the correlation coefficient	R ² – Factor Selection	F calculated	Sig. F*	B	Standard error	T calculated	Sig. T*
Emotional intelligence	0.582	0.339	120.033	0.000	0.524	0.048	10.956	0.000

*The effect is statistically significant at the significance level ($0.05 \geq \alpha$)

Table (5):

Results of regression analysis for the first sub-question

The results indicate that there is a statistically significant effect of emotional intelligence on social relationships, as the correlation coefficient reached ($R = 0.582$), which indicates the existence of a statistically significant correlation between emotional intelligence and social relationships, and it appeared that the value of the coefficient of determination ($R^2 = 0.339$), which indicates Flexibility explained (33.9%) of the variance occurring in emotional intelligence, while the remainder was due to other variables that were not included in the model. The value of ($F = 120.033$) was reached at a confidence level equal to ($\text{Sig} = 0.000$), and this confirms the significance of Regression at significance level ($0.05 \geq \alpha$).

Is there a statistically significant effect of emotional intelligence in the work environment from the point of view of teachers in educational institutions in Jordan?

Dependent variable	Model summary Model Summary		Analysis of variance ANOVA		Transaction table Coefficients			
	R is the correlation coefficient	R ² – Factor Selection	F calculated	Sig. F*	B	Standard error	T calculated	Sig. T*
Emotional intelligence	0.528	0.279	90.677	0.000	0.498	0.052	9.522	0.000

Table (6): Results of Regression Analysis for the First Sub-Question

The effect is statistically significant at the significance level ($0.05 \geq \alpha$)

The results indicate that there is a statistically significant effect of emotional intelligence on the work environment in educational institutions in Jordan, as the correlation coefficient reached ($R = 0.528$), which indicates the existence of a statistically significant correlation between

emotional intelligence and the work environment. It has been shown that the value of the coefficient of determination ($R^2 = 0.279$), indicates that flexibility explained (27.9%) of the variance occurring in emotional intelligence, while the remainder was due to other variables that were not included in the model. The value of ($F=90.677$) was reached at a confidence level equal to ($\text{Sig}=0.000$). and this confirms the significance of the regression at the significance level ($0.05 \geq \alpha$).

Is there a statistically significant effect of emotional intelligence on job stability and security from the point of view of teachers in educational institutions in Jordan?

Dependent variable	Model summary		Analysis of variance ANOVA		Transaction table Coefficients			
	R is the correlation coefficient	R ² - Factor Selection	F calculated	Sig. F*	B	Standard error	T calculated	Sig. T*
Emotional intelligence	0.479	0.339	120.033	0.000	0.524	0.048	10.956	0.000

*The effect is statistically significant at the significance level ($0.05 \geq \alpha$)

Table (7):

Results of regression analysis for the first sub-question

The results indicate that there is a statistically significant effect of emotional intelligence on stability and job security, as the correlation coefficient reached ($R = 0.479$), which indicates the existence of a statistically significant correlation between emotional intelligence, stability, and job security. It has been shown that the value of the coefficient of determination ($R^2 = 0.339$) indicates that flexibility explained (33.9%) of the variance occurring in emotional intelligence, while the remainder was due to other variables that were not included in the model. The value of ($F = 120.033$ at a confidence level equal to ($0.000 \text{Sig} =$)) was This confirms the significance of the regression at the significance level ($0.05 \geq \alpha$).

Discuss the Results

This study seeks to identify the effect of emotional intelligence on the quality of life from the point of view of teachers in educational institutions. The results of the current study have shown that there is a statistically significant effect of emotional intelligence on the quality of life represented by its three dimensions (social relations, work environment, stability, and job security), which indicates the existence of a correlation between emotional intelligence and quality of life in educational institutions in Jordan, and this result is consistent with the study of Bouscay and Awadi (2020) that there is a correlation between emotional intelligence and quality of life. It is also consistent with the study of Sweid and Durba (2021) who indicated a positive correlation. Between emotional intelligence and quality of life, as it agrees with the Anjum 2017 study, which indicates a positive correlation between emotional intelligence and quality of life.

Recommendations

- 1- Holding training workshops for teachers to raise their emotional competence and train them to provide quality means of life
- 2- Enhancing self-awareness and emotional control skills
- 3- Preparing rehabilitation and training programs for teachers and workers in educational institutions to control their emotions.

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