The Relationship between Emotional Intelligence and Mental Health of Teachers

1Arbabisarjou Azizollah, 2Jamalzaei Abdolghaffar, 3Dadgar Homayoun

1Pregnancy Health Research Center, Zahedan University of Medical Sciences, Zahedan, Iran
2Student of Medical Education, Department of Medical Education, Isfahan University of Medical Sciences, Isfahan, Iran
3PhD Scholar, Department of Educational Administration and Planning, Curriculum Planning, Shiraz University, Shiraz, Iran

INTRODUCTION

The advancement of the technology has raised the power and wealth of nations but has declined the possibility of life with peace and safety. In fact, the society is confronted with a widespread neuro-psychological disease [1]. Based on World Health Organization (WHO), in 2010 more than 450 million of people suffer from a type of spiritual or psychological disorder and each year, 20 percent of the elderly people confront with a type of mental health problems, 1 million peoples per year deal with suicide, and from each 4 families there is 1 member with psychological or mental disorders [12].

Today, the advancement of the knowledge and science of human has raised the attention to the psychological and mental problems amongst the people. In fact, along with physical health, mental health is very necessary to human being and the interaction of these types of health will lead the human to feel health [1]. The promotion of mental health is very necessary in all of the periods in the life but, it may be very important to investigate it in some stages of the life due to the importance they have. Among these stages, school age, youth age, and adolescence are more important.

At the first, it may be useful to become familiar with some definitions such as mental health and psychological health. World health organization (WHO) defines mental health as: “the possibility of the coordinated relationships with the other people, change and improvement of the personal and social environment and conflict solvency and fair, rational and appropriate personal intentions”. Usually healthy people have the following capabilities; [1, 2 and 3]: They have the sense of safety toward themselves; they evaluate their capabilities rationally, respect them and accept their deficits, respect the others’ rights, and can love the people and respect them.

Also there are many characteristics to distinguish healthy people from peoples with psychological weaknesses determined below [4]:

1. The sense of continues worry, sadness based on unjustified reasons, the disturbance and lose of psychological balance, Difficulty in sleep and depression.

Mental health of the teachers:

Why mental health of the teachers is important is highly dependent to the question that why the mental health of the students is important. There has been a growing interest in studying mental health of teachers and principals in school settings in recent years [5]. Among the reasons can be mentioned for these raise we may
name: the improvement of technology and its role in public health promotion [6], media and advancements [7], the raise and complexity of crimes and family quarrels [8], the need for healthy competition, and structural advancement in education policy making are the main factors justifying a greater attention to the issue of mental health in schools [9 and 10].

Among peoples engaged in education and learning, the mental health of the teachers is a very important area and for this literature has devoted a large space and a great time to investigate the causes of the mental health of the school teachers. Some of the important predictors and causes have been identified within different academic researches such as: personal characteristics [11 and 12], wages and family [13, 14 and 15], healthy environment [16, 17 and 18], physical health [19] and educational network [1 and 11].

As mentioned above, many research pay attention to the personal characteristics of the teachers as a predictor of their mental health in school setting. Among these characteristics, especial attention has been paid to the intelligence [18] and its impact on the educational success or psychological wellbeing of the teachers. In this paper, we investigate the impact of the emotional intelligence on the mental health of the school teachers. So it is useful to have a deliberate view on the emotional intelligence regarding to the school, students and teachers.

**Emotional intelligence and mental health:**

Emotional intelligence determine that why the individuals with the normal intelligence quotient (IQ) are more successful than those who have the much higher IQ scores. The intelligence quotient (IQ) cannot deal with the explanation of various destinies of the individuals who have the similar opportunities, educational circumstances, and perspectives. Once 95 students of Harvard University were investigated till the middle aged in 1940s, they observe that students with the higher educational scores had not been more successful than their weaker classmates in terms of salary, efficiency, and career success. They even weren’t in a better situation in terms of satisfaction with the personal life, friendship, family, and emotive relationship [12]. By emerging the information age and promoting the value of human communication and also outbreak the strategic situations, the emotional intelligence theory has grown extraordinarily and has been of the popular topics in the psychology [18]. Emotional intelligence is the pervasive term which includes a widespread set of skills and personal traits and it is usually attributed to those interpersonal and intrapersonal skills which are beyond the specific area of the prior sciences such as IQ and technical or professional skills [13]. The emotional intelligence has been of the last topics of experts about perception the difference between logic and excitement and unlike the primary topics thought and excitement have been considered as topics for compatibility and sagacity [19]. In addition, like the other subjects proposed about the nature of human, both the scientific and popular discussion exists about emotional intelligence [20 and 21].

“Emotional intelligence” initially was introduced by two psychologists named John Meyer & Peter Salovy in 1990s. They stated that those who fruit emotional intelligence can monitor their own affections and the others’, differentiate the positive and negative results of affections, and use the emotional data to lead the thought process and personal actions. Daniel Golman, expert at behavior science and the writer of “working through emotional intelligence” was the first person who proposed this conception. Golman considered the emotional intelligence as a talent, skill, or sufficiency which outshines the whole individual capability profoundly [20,21and 28].

**The emotional intelligence and psychological well-being:**

The general health includes the person’s physical, mental, and social complete welfare. There is mutual and active impact between these three aspects. Therefore, the psychological well-being is considered as a determinative criterion of the individual’s general health: it means having the good feeling and trusting one’s own self-efficacy, self-reliance, competition potential, intergenerational attachment and self-actualization of mental and emotion potential abilities and so on [12].

Ciarrochi, Denes & Anderson [2] investigated the role of emotional intelligence in regulating the stress and psychological well-being. 302 university students were selected. All the subjects responded to the 33-article of Shoot emotional intelligence, Beck depression scale (1992), suicide idea questionnaire [15]. The results demonstrated that the emotional intelligence regulates the relationship between stress and mental health variables. Whilst the individuals with high emotional intelligence are less affected by stress and showed the low level of depression.

The individuals with the lower emotional intelligence are less compatible and congruous encountering the life stresses and consequently are more stricken by depression, disappointment, and the other life negative results. Unlike the individuals with high emotional intelligence arrange their life style in another way to experience less negative results.

Mayer and Salovey (quoted from Golman, 1995), described emotional intelligence concept as an umbrella that widely covers personal and interpersonal skills and capabilities which are usually known as soft skills. Simson and Scott (1999) in their study concluded that emotional intelligence has a positive impact on outcomes
of organizational work, teamwork and proper communication between employees. Ciarrochi, Forgas and Mayer (2001) found that emotional intelligence is positively related to problem-solving strategies[26 and 28].

Goleman (1995) believes although emotional intelligence is necessary to understand and control one's emotions and be sensitive towards emotions and feelings of others, great success does not guarantee leadership[30]. Certainly leaders need another ability and intelligence. Zohar and Marshall (2000) suggested an intelligence through which the issues related to meaning and values are solved, the intelligence that puts our activities and our lives in a broader, richer, and meaningful context, the intelligence which helps us to understand which actions or direction is meaningful than another. Biberman and Whitty (1997) claim that a new management paradigm which involves spirituality is emerging. People who live in the spiritual paradigm, pay more attention to insight and emotion in decision makings and use win-win cooperation strategies in conflict situations, as a result it is easier for these people to trust each other, share their work and information and coordinate with their colleagues and members of their group to achieve their mutual goals.

**Research Hypotheses:**

H1: There is a significant relationship between emotional intelligence and mental health of teachers.
H2: There is a significant relationship between self-awareness and mental health.
H3: There is a significant relationship between handling emotions and mental health.
H4: There is a significant relationship between motivation and mental health.
H5: There is a significant relationship between empathy and mental health.
H6: There is a significant relationship social skills and mental health.

**MATERIALS AND METHODS**

The research is applied one and the research method is cross-correlation. The relationship among the variables is analyzed based on the research objective. The study population consisted of 145 teachers of high schools of region 6 in Shiraz. The data were accumulated through both emotional intelligence questionnaire and mental health questionnaire.

To detect the emotional intelligence and its variable, the Bradberry and Graves questionnaire (Persian translation, 1386) with 28-item were utilized.

For measuring mental health, school mental health questionnaire by Care (2006) employed and some of items modified to better suit the research.

The questionnaire validation was conducted through an expert survey of university faculty members. Each questionnaire includes validity and its reliability has been evaluated 0.93 for emotional intelligence and 0.74 for mental health based on Cronbach’s alpha coefficient.

**Statistic population:**

The study population consisted of 145 teachers of high schools in region 6 of Shiraz city.

**Statistical analysis:**

Spearman correlation and Kendall’s tau b test plot were utilized to analyze the data. The data was analyzed by SPSS software. The significant level also was determined 0.05.

**Results:**

**H1: There is a significant relationship between emotional intelligence and mental health of teachers.**

Spearman and Kendall’s tau-b correlation tests

- (there is not a significant relationship between emotional intelligence and mental health) \( H_0; \rho \geq 0 \)
- (there is a significant relationship between emotional intelligence and mental health) \( H_1; \rho < 0 \)

The relationship between emotional intelligence and mental health has been obtained through Spearman and Kendall's tau-b correlation tests. Because the -\( p \) value has been calculated in both tests less than 5% at significance level (\( \alpha=0.05 \), therefore at this level of error (5%), the assumption of \( H_0 \)is rejected and this means that there is a significant relationship between emotional intelligence and mental health, and it is positive. (Table 1)

<table>
<thead>
<tr>
<th>Test Variable</th>
<th>Spearman ( r_s )</th>
<th>-p value</th>
<th>Kendall's tau-b ( r_t )</th>
<th>-p value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Intelligence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mental health</td>
<td>0.011</td>
<td>0.038</td>
<td>0.008</td>
<td>0.039</td>
</tr>
</tbody>
</table>
**H2: There is a significant relationship between self-awareness and mental health**

Spearman and Kendall's tau-b correlation tests

* (there is not a significant relationship between self-awareness and mental health) $H_0: \rho \geq 0$

* (there is a significant relationship between self-awareness and mental health) $H_1: \rho < 0$

The relationship between self-awareness and mental health has been obtained through Spearman and Kendall's tau-b correlation tests. Because the $p$ value has been calculated in both tests less than 5% at significance level ($\alpha=0.05$). Therefore at this level of error (5%), the assumption of $H_1$ is rejected and this means that there is a significant relationship between self-awareness and mental health and it is positive. (Table 2)

**Table 2: Correlation test statistics between self-awareness and mental health**

<table>
<thead>
<tr>
<th>Test Variable</th>
<th>Spearman</th>
<th>Kendall's tau-b</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-awareness</td>
<td>$r_s$</td>
<td>$-p$ value</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$r_t$</td>
</tr>
<tr>
<td>Mental health</td>
<td>-0.182</td>
<td>0.014</td>
</tr>
</tbody>
</table>

**H3: There is a significant relationship between handling emotions and mental health.**

Spearman and Kendall's tau-b correlation tests

* (there is not a significant relationship between handling emotions and mental health) $H_0: \rho \geq 0$

* (there is a significant relationship between handling emotions and mental health) $H_1: \rho < 0$

The relationship between handling emotions and mental health has been obtained through Spearman and Kendall's tau-b correlation tests. Because the $p$ value has been calculated in both tests less than 5% at significance level ($\alpha=0.05$). Therefore at this level of error (5%), the assumption of $H_1$ is rejected and this means that there is a significant relationship between handling emotions and mental health and it is positive. (Table 3)

**Table 3: Correlation test statistics between handling emotions and mental health.**

<table>
<thead>
<tr>
<th>Test Variable</th>
<th>Spearman</th>
<th>Kendall's tau-b</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handling emotions</td>
<td>$r_s$</td>
<td>$-p$ value</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$r_t$</td>
</tr>
<tr>
<td>Mental health</td>
<td>0.276</td>
<td>0.040</td>
</tr>
</tbody>
</table>

**H4: There is a significant relationship between motivation and mental health.**

Spearman and Kendall's tau-b correlation tests

* (there is not a significant relationship between motivation and mental health) $H_0: \rho \geq 0$

* (there is a significant relationship between motivation and mental health) $H_1: \rho < 0$

The relationship between motivation and mental health has been obtained through Spearman and Kendall's tau-b correlation tests. Because the $p$ value has been calculated in both tests less than 5% at significance level ($\alpha=0.05$). Therefore at this level of error (5%), the assumption of $H_1$ is rejected and this means that there is not a significant relationship between motivation and mental health (Table 4).

**Table 4: Correlation test statistics between motivation and mental health.**

<table>
<thead>
<tr>
<th>Test Variable</th>
<th>Spearman</th>
<th>Kendall's tau-b</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivation</td>
<td>$r_s$</td>
<td>$-p$ value</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$r_t$</td>
</tr>
<tr>
<td>Mental health</td>
<td>-0.177</td>
<td>0.245</td>
</tr>
</tbody>
</table>

**H5: There is a significant relationship between empathy and mental health.**

Spearman and Kendall's tau-b correlation tests

* (there is not a significant relationship between empathy and mental health) $H_0: \rho \geq 0$

* (there is a significant relationship between empathy and mental health) $H_1: \rho < 0$

The relationship between empathy and mental health has been obtained through Spearman and Kendall's tau-b correlation tests. Since the $p$ value has been calculated in both tests less than 5% at significance level ($\alpha=0.05$), therefore at this level of error (5%), the assumption of $H_1$ is rejected and this means that there is a significant relationship between empathy and mental health and it is positive. (Table 5)

**Table 5: Correlation test statistics empathy and mental health.**

<table>
<thead>
<tr>
<th>Test Variable</th>
<th>Spearman</th>
<th>Kendall's tau-b</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empathy</td>
<td>$r_s$</td>
<td>$-p$ value</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$r_t$</td>
</tr>
<tr>
<td>Mental Health</td>
<td>0.089</td>
<td>0.014</td>
</tr>
</tbody>
</table>

**H6: There is a significant relationship social skills and mental health.**

Spearman and Kendall's tau-b correlation tests

* (there is not a significant relationship between social skills and mental health) $H_0: \rho \geq 0$
(there is a significant relationship between social skills and mental health) $H_0: \rho < 0$

The relationship between social skills and mental health has been obtained through Spearman and Kendall's tau-b correlation tests. Since the $-\rho$ value has been calculated in both tests less than 5% at significance level ($\alpha=0.05$), therefore at this level of error (5%), the assumption of $H_0$ is rejected and this means that there is a significant relationship between social skills and mental health and it is positive. (Table 6)

<table>
<thead>
<tr>
<th>Test Variable</th>
<th>Spearman $r_s$</th>
<th>$-\rho$ value</th>
<th>Kendall's $\tau_b$ $r$</th>
<th>$-\rho$ value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social skills</td>
<td>0.111</td>
<td>0.056</td>
<td>0.134</td>
<td>0.049</td>
</tr>
<tr>
<td>Mental health</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Conclusions:

The study was conducted to investigate whether there is a significant relationship between emotional intelligence and mental health of the teachers engaged in training and educational programs in region 6 of Shiraz City, Iran. Results indicate that the relationship between the emotional intelligence and mental health is significant and positive. This means that if we are to promote education in this region, it is better to employ teachers with higher levels of emotional intelligence. Also, the results indicate that there are significant and positive relationships between the dimensions of the emotional intelligence and mental health among teachers. For example, data analyses showed that there were significant relationships between self-awareness and mental health of the teachers. One explanation for this result may be the fact that teachers who know themselves and know their abilities are more mentally healthy due to the fact that they will prevent themselves from engaging in dangerous or mentally disturbing activities.

Results also indicated that there is a significant relationship between empathy and mental health. One may say that the teachers who are facing with a sense of understanding that result from the empathy have a greater degree of mental health. In fact, the greater understanding in the educational setting may lead to a better sense of empathy and consequently a better mental health.

Regarding to significant impact of motivation on mental health it can be said that the people with higher degrees of motivation due to their sense of optimism and greater intention and interest in their work are mentally healthy.

Social skill also found to be significantly related to the mental health. This indicates that people who have a greater interactive skills and life skills will be more successful in the society in their social life and due to the reduction of conflicts and a shared understanding with the other peoples in the society are more mentally healthy.

Handling emotions found to be significantly related to the mental health of the teachers. It may be due to the fact that people who honestly express their feelings in the society may confront with some types of adverse and destructive reactions from their peer groups or competing peoples. So, the handling emotions skill may help them to don’t fall in the disturbance resulting from the peoples in the society.

### REFERENCES


