

EMOTIONAL INTELLIGENCE AND SUBJECTIVE WELL BEING: EXPLORATION OF TEACHERS' BURNING DILEMMA

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Abstract

Emotional intelligence and subjective well-being have stirred considerable attention in academic and professional discipline of psychology. Research yielded emotional intelligence as potential variable to explain emotional upheavals in working domains; subjective well-being. Connection between emotional intelligence and contemporary domain of positive psychology, especially in the spectrum of subjective well-being are debateable for researchers. Present research conducted to explore association between subjective well-being and emotional intelligence among the teachers of public colleges of Lahore. Sample of the research consisted of 716 teachers; 324 male and 392 females conveniently selected from 20 colleges; 10 male and 10 female colleges of District Lahore. Data were collected through administering Emotional Quotient Inventory: Adult Version (Bar-On, 1997) consisted of 117 items divided into five components. Measure of Happiness Questionnaire was adopted to gauge the subjective well-being of teachers. Reliability of the instruments was confirmed in SPSS by calculating Cronbach's Alpha scores; .955 and .795 respectively. Data was collected from the respondents after getting permission from heads of the institutions. Normality of the data were calculated in SPSS by using Shapiro-Wilk's test, $p > .05$, $n < 2000$. Findings report a large positive correlation between teachers' emotional intelligence and their subjective well-beings, and there exists a significant small correlation between emotional intelligence and gender. Research recommends that heads of the institutions need to arrange trainings, conduct seminars and ensure presence of motivational speakers to enhance male and female college teachers' well-being focusing their emotions towards constructive tasks.

Keywords: *burning dilemma, college teachers, emotional intelligence, subjective well beings.*

Introduction

Emotional intelligence as an epistemological term has become a centre of interest for psychologists, educationists and social scientists. Wayne Payne is said to be the pioneer to coin the term Emotional Intelligence in his doctoral thesis "A research of emotion: developing emotional intelligence" in 1985 (Payne, 1985). In 1960, the term 'Emotional Intelligence' was also used by Mowrer. Mowrer regarded emotions as the height of intelligence. Following the thesis of Mowrer, Peter Salovey and John Mayer also addressed that in the context of life circumstances, cognitive abilities and emotional skills can play essential role in regulating human

behaviour (Mayer, Dipaolo, & Salovey, 1990; Salovey, & Mayer, 1990). Summing up the disputed versions of intelligences and emotional intelligence, they developed theoretical model for emotional intelligence in 1990. Emotional intelligence, according to them, is characterized by three components. Appraisal and expression, regulation and utilization were regarded as the core components of their theoretical model (Mayer & Salovey, 1997). These versions of emotional intelligence continuously began to transform and gave rise to the acknowledgement of emotions by the researchers and professionals. Significant landmark among these works was the book of Daniel Goleman "Emotional Intelligence: Why it can matter more than IQ" (Goleman, 1995). Hence, Goleman was the first to introduce the concept of emotional intelligence in advance and radical way as earlier discussed by the professionals and general public for several years (Schutte, Malouff, Hall, Haggerty, Copper, Golden & Dornheim, 1998). Concept of emotional intelligence expresses disparity of emotions among all human beings (Mayer, Roberts, & Barsade, 2008). It refers to one's ability to use, perceive, identify, evaluate and control human's emotions (Mayor, Salovey, & Caruse, 2008). Emotional intelligence is a source to assess and understand the omnipresent emotional information (Mayer, Roberts, & Barsade, 2008). It enables individuals to comprehend the intricacy of behaviours preceded by the variety of emotions and balancing act to deal with emotional aspects of life (Hurley & Rankin, 2008; Salovey, Stroud, Woolery, & Epel, 2002).

Model of emotional intelligence; *Four-Branched Ability Model* that was constructed by Salovey and Mayer based on theory that certain skills can be learned by utilizing emotional data (Mayer, DiPaolo, & Salovey, 1990; Mayer & Salovey, 1997). Daniel Goleman developed a model of emotional intelligence developed within the confinement of four factors by embracing array of skills that have a strong relationship with leadership, interpersonal relationships and job performance. The author further introduces the framework with 25 competencies embedded in five clusters of emotional intelligence. *Cluster 1: Self-awareness*; includes skills to identify and comprehend self- moods, emotions and internal drives as well as their effect in social spectrum. According to this cluster of skills, self-awareness is dependent on ability to assess inner emotional drives as well as the ability to classify own emotions. Self- awareness is essential to one's own self-assessment i.e. without these skills, the realistic assessment of the self cannot be made. *Cluster 2: Self-regulation*; focuses the ability to overcome the troublesome impulses and successfully modifying personality to transform these mood drives into progressive behaviour. The tendency to judge the impulse before exhibiting the behaviour is the outline of the skills in this cluster. *Cluster 3: Internal motivation*; encompasses the skills that an individual brings about to behave for internal reasons in such a way which is beyond materialism and status. In a nutshell, the person works for external rewards such as working for something significant in life, a passion in doing something, pursuance of goals with determination and consistency, optimism and ability to face failure. *Cluster 4: Empathy*; ability to identify the emotions of others. In the context of education, empathy is the skill that generates sympathy, concern for others and ambition to modify the disruptive emotions. *Cluster 5: Social Skills*; refers to the adjustment of self in managing relationships, ability to develop mutualism and building rapport. It deals with the strategies that one develops for openness to others, conflict management, negotiation to resolve disputes, guiding others, flexibility to change, adjustment of self in persuasion of collective goals and becoming a dynamic member of group. These social skills are necessary for an individual in the maintenance of social interaction (Chen, Jacobs, & Spencer, 1998; Kiani, 2003; Spencer & Spencer, 1993).

Emerging term of subjective well-being has gained the attention of the psychologists for a decade. It is considered an integral aspect in the quality of life that is determined by emotional experiences and cognitive judgements. It is defined as the existing assessment of an individual's happiness often expressed in affective terms (Bless, Bohner, Schwarz, & Strack, 1990). Subjective well-being refers to personal experience of life rather than the objective one (Bless, Bohner, Schwarz, & Strack, 1990; Diener, 2002; Diener & Oishi, 2002; Diener & Lucas, 2002). Components of subjective well-being include, affect, balance and human's satisfaction for his/ her life that refer to emotions and cognition respectively. Affective component includes moods and emo-

tions that are preceded by one's inner vision and feelings about life. Cognitive component refers to the ability to assess others' emotions that is linked with the level of satisfaction people experience with their lives (Okun, Stock, Haring, & Witter, 1984).

With many cultural variations in developing the scenario of happy and rewarding life yet close relationships, social responsibilities and pleasure from one's life are the common factors in predicting one's level of subjective well-being (Seligman & Csikszentihalye, 2000). Stress in teenage, midlife dilemmas or old age are some of the indicators of unhappy life. Many researchers are of the view that there is not a particular time of life that can be specifically labelled as the most satisfying time (Myers & Diener, 1995). Emotional comprehension is the subject to change so does the determinants of happiness. In every age group and in all cultures, there exist both happy and unhappy persons. Accordingly, age factor is not considered a significant predictor of happiness. The same is with the case of gender where no significant determination to happiness has been reported. Although there are some gender gaps in misery that are revealed in men's antisocial and alcoholic acts, and women's tendency to worry or to become anxious and dejected yet both men and women equally proclaim to be very happy and satisfied with their lives (Michalos, 1985; Haring, Stock, & Okun, 1984). However, many research give evidence that those specific factors can be connected with happiness. Here is the description of the factors that bear research evidence as the determinant of subjective well-being.

Researchers have developed different models of subjective well-being after the introduction of structured variables in this domain; affect balance and one's life satisfaction. Literature corroborated emotional intelligence in various aspects of life. Contemporary psychologists correlate the concept of emotional intelligence with a better quality of life (Geher, Renstrom, 2004). Eagly and Johnson (1990) developed a meta-analysis and found that women possess better social skills be depicted as interested in other inhabitants". Research that have been conducted in leadership studies in the context of gender revealed that females as leaders have been found more friendly, relieving and socially sensitive as compared to male leaders. Results conducted by Rowan (1994) on sample of 156 teachers reported that 59 % teachers who achieved high grades on emotional intelligence scale declared excellent performers by their administration on the basis of previous class results. Teachers remain facilitators as well as the mentors (Roberts, Matthews, & Zeidner, 2004).

Results of the research conducted by Singh (2001) reflect a significant positive correlation between subjective well beings and emotional intelligence. Findings revealed that managers and executives who obtained high scores on emotional intelligence have positive effect and low scored respondents showed on negative effect (Bar-On & Rarker, 2000). Sánchez-Álvarez, Extremera and Fernández-Berrocal (2015) found relationship between emotional intelligence and subjective well-beings in Spain. Research was quantitative in nature. Researchers made meta-analysis on 25 previous studies. Main variables from sample selected studies were extracted: self-report ability emotional intelligence, self-report emotional intelligence and performance-based ability emotional intelligence. Questionnaire on subjective well-being was adopted from *Satisfaction with Life Scale*; *SWLS* constructed by Diener, Emmons, Larsen and Griffin (1985) consisted of 7-point Likert scale already used in other studies (Extremera, Duran, & Rey, 2009; Extremera & Fernández-Berrocal, 2005; Rey, Extremera & Pena, 2011). Researchers used random effect model for meta-analysis and *Pearson Product Moment Correlation (r)* and ANOVA at .05 significant levels. Findings report significant small association ship between emotional intelligence and subjective well beings ($r=.03^{**}$, $n=26$, $p<.01$), subjective well-being and self-report mixed emotional intelligence inventory ($r=.38^{**}$, $n=26$, $p<.01$), emotional intelligence instrument and subjective well-being ($r=.32^{**}$, $n=26$, $p<.01$), performance based ability and emotional intelligence ($r=.22^{**}$, $n=4$, $p<.01$), emotional intelligence and cognitive components of subjective well-being ($r=.35^{**}$, $n=26$, $p<.01$) and also exist small relationship between effective component and subjective well- being ($r=.29^{**}$, $n=26$, $p<.01$).

There is a differentiation between male and female subjective well beings. Male have more subjective well beings as compared to female (Diener, Eunkook, Suh, Richard, Lucas, & Smith, 1999). Research conducted by Bagshaw (2000) on randomly selected 80 respondents; 50 male

and 30 females report positive correlation between male and female respondents. Research conducted by Schutte and Malouff (2011) on a sample of 125 students having different gender and age. Researchers used standardised instruments for evaluating emotions already used in other research (Schutte et al., 1998), *Positive and Negative Affect Scale* (Watson, Clark & Tellegen, 1998) and *Satisfaction with Life Scale* (Diener, Emmons, Larsen & Griffin, 1985). Research was quantitative in nature and researcher calculated mean, correlation and multiple regression. Results reported that emotional intelligence has strong relationship and positive effect on individual's emotions, emotional intelligence has strong relationship and positive affect with satisfaction of life, moderate relationship between emotional intelligence and mindfulness having strong affect as well. Research concludes that emotional intelligence has partial relationship with mindfulness and strong relationship with life satisfaction.

Several indigenous research have been done on subjective well-being. Ramzan (2007) brought about a research to find out the relationship between subjective well-being and gratitude. Research sample comprised 206 university teachers. Findings reported that there exists a strong positive relationship between the level of subjective well-being and that of gratitude of university teachers. It has also been reported that the teachers who were of elder age and having high qualification attained high scores on the level of gratitude. Another research by Rana (2008) was done indigenously to find out the relationship between subjective well-being and interest in music on sample of 200 students in Pakistan. Findings revealed the existence of positive correlation between students' subjective well-being and their interest in music. Present research also reported that girls had comparatively higher orders of positive affect and life satisfaction than the boys. In another research, various components were examined which bring influence on subjective well-being in the adults of low economic cities of China. Findings indicate that peer support, social support, income and education are significantly potent predictors of subjective well-being for better close relations, socio-economic status and good health (Zhang, Huang, Ye, & Zeng, 2008).

Stakeholders have remained interested in awareness of the significance of emotional intelligence; need of the day for institutional growth. Social psychologists argued that it has a relationship with individuals' level of happiness; subjective well-beings that is closely inter-linked with one's cognitive and affective components of subjective well-beings. Flexibility in adapting new situations, being realistic, having an effective ability of problem-solving, ability to generate possible solutions, having emotional independence, establishing mutually satisfying relationships, ability to defend oneself in a non-destructive way, an aptitude to withstand adverse events and an ability to look at the brighter side of life formulating one's emotional intelligence which leads to a better quality of life. Better quality of life predicts on one's overall level of happiness in life. It is one of the debates that globally male and female teachers are emotionally intelligent and strongly possess well-being. Literature reported that association between teachers' emotional intelligence and subjective well-being is an important area of investigation in the West, but not much work has been done in Pakistan, and thus this research was planned to investigate this important issue in the Pakistani context. Focusing on the worth of emotional intelligence, researchers are eager to investigate the relationship between college teachers' emotional intelligence with their subjective well-beings working in public sector educational institutions of district Lahore. Definitive aim of research was to explore association between male and female college teachers' emotional intelligence and their subjective well beings working in public sector colleges of District Lahore.

Research Questions

Present research was framed to find out solution of the following research questions:

1. Is there any relation between teachers' well-being and their emotional intelligence?
2. To what extent association exists between male and female teacher and their emotional intelligence?
3. What factors are connected with male and female teachers' emotional intelligence and their subjective well beings?

Research Methodology

Methodology varies from large-scale research to small-scale studies carried out by researchers. Present research was conducted to explore the association between college teachers' emotional intelligence and their subjective well beings.

Population and Sample Selection

Population of the research were 5617 male and female teachers working in public colleges of District Lahore. Sample of the research comprised 716 teachers; 324 males and 392 females working in public sector colleges of District Lahore, administratively divided in Tehsil City, Model Town, Shalimar, Raiwind and Tehsil Cantt. Researcher collected data are 716 college teachers presently providing their services in District Lahore of Punjab Province. Sample selection criteria were followed as reported in other studies (Krejcie & Morgan, 1970; Kadam & Bhalerao, 2010) applying convenient sampling technique. Here in Pakistani educational institutions male and female teachers are less cooperative in providing their data.

Data Collection Instrument and Procedures

Researchers collected data by administering standardized "Emotional Quotient Inventory: Adult Version (Bar-On)" which contained of 117 items divided into 5-main components: self-awareness consists of 23 items, self-regulation comprises 16 items, motivation consists of 37 items, empathy comprises 21 items and social skills consist of 20 items. The inventory was further divided into 15 subscales of emotional, personal and social intelligence: emotional self-awareness, self-regards, assertiveness, self-actualization, empathy, independence, social responsibility, reality testing, interpersonal relations, relationship, problem solving, impulse control, stress, tolerance, happiness and optimism assessed by *Bar-On Emotional Quotient Inventory* mode of 5-point Likert options. High scores reflect high level of emotional intelligence and ability to meet daily challenges and requirements of life. Low scores on EQ-I indicate inabilities in emotional, social and behavioural responses. *Bar-on Emotional Quotient Inventory (EQ-i)* empirically constructed test of non-cognitive intelligence and widely used instrument. This inventory proved to be a good predictor of success in different settings; educational, clinical medical and organizational dynamics (Kiani, 2003). *Measure of Happiness Questionnaire-27 (Eysenck, 1994)* comprises 27 statements and participants were supposed to respond on mode of 5-point Likert type options. Overall 'happiness score' is calculated for each participant with low scores indicating happiness (Eysenck, 1994). Reliability of the instrument was calculated in SPSS by using Cronbach's alpha score given below:

Table 1 Reliability statistics.

No.	Factors Name	Cronbach's Alpha	Items	
1	Overall reliability	Emotional Intelligence	.955	117
		Subjective Well Beings	.795	27
2		Self-awareness	.757	23
3		Self-regulation	.654	16
4	Factor wise reliability	Motivation	.856	37
		Empathy	.737	21
		Social skills	.754	20

After ensuring reliability, researchers distributed questionnaires among the respondents in their normal classrooms/offices following ethical considerations; chief hallmark of contemporary research. Researchers ensured respondents about their informed consent regarding research

procedures and obtained a written consent from the participants. The informed consent was in the centre of the researcher's participation to facilitate that the respondent will be coerced into research contribution. Researchers assured participants' confidentiality that their information was not made available for anybody who is not directly involved in this research. Researchers assured respondents that they never put them in any risk of harm both in physical and psychological as a result of their voluntary participation (Beebe & Smith, 2008; Bhutta, 2004; Bull & Lindegger, 2011; DeCosta, D'souza, Krishnan, Chhabra, Shihaam, & Goswami, 2004; Jegede, 2009; Kass, Maman, & Atkinson, 2005; Lo, 2004; Marshall, 2007). Collected data were entered in SPSS to ensure normality for applying statistics.

Table 2 Test of normality.

Kolmogorov-Smirnova			Shapiro-Wilk's		
KS	df	p	SW	df	p
.300	716	.000	.816	716	.067

a. Lilliefors Significance Correction

Normality distributed data provide application of parametric and non-parametric tests. Literature depicts that Kolmogrove-Smirnov having a sample $n > 2000$, $p < .05$ and Shapiro-Wilk's test; $n < 2000$, $p > .05$ are reliable tests to ensure the normality of quantitative data (Casella & Berger, 2002; Elliott & Woodward, 2007; Field, 2009; Ghasemi & Zahediasl, 2012; Peat & Barton, 2007; Singh & Masuku, 2014; Trochim & Donnelly, 2006). Researchers collected data are focused on ethical considerations from the respondents. Researchers ensured respondents' informed consent, confidentiality, anonymity, volunteers' participation and no risk of harm both physical and psychological in respect of data collection. Research ethics is an important component used for truthful data collections from the respondents' activities (Beebe & Smith, 2008; Bhutta, 2004; Bull & Lindegger, 2011; Jegede, 2009; Kass, Maman, & Atkinson, 2005; Marshall, 2007).

Research Results

There were 144 statements; 117 consisting of emotional intelligence and 27 based on subjective well-being mode of 5-point Likert type options were used for data collection. Data were analysed in SPSS by applying *Pearson Product Moment Correlation (r)*.

Table 3. Correlation between emotional intelligence and subjective well-beings.

Indicator		EI	Gender
Emotional intelligence	Pearson Correlation	1	.999**
	Sig. (2-tailed)		.001
	N	716	716
Subjective well-beings	Pearson Correlation	.999**	1
	Sig. (2-tailed)	.001	
	N	716	716

** Correlation is significant at .01 level (2-tailed).

Seven hundred and sixteen respondents were surveyed to explore relationship between emotional intelligence ($M=457.356$, $SD=46.542$) and their subjective well-being ($M=105.507$, $SD=10.707$). Results of *Pearson Product Moment Correlation (r)* shows large significant correlation, ($r=.999^{**}$, $n=716$, $p<.01$). It is concluded that subjective well beings of college teachers were high due to their higher level of emotional intelligence.

Table 4. Correlation between SWB and factors regarding emotional intelligence.

No	Factors	N	M	SD	p	SWB	1	2	3	4	5
	SWB	716	105.51	10.71	.01	-					
1	Self-awareness	716	90.23	8.83	.01	.990**	-				
2	Self-regulation	716	54.78	5.76	.01	.970**	.971**	-			
3	Motivation	716	144.65	14.82	.01	.999**	.991**	.969**	-		
4	Empathy	716	81.76	8.48	.01	.983**	.959**	.950**	.977**	-	
5	Social skills	716	78.32	8.34	.01	.986**	.983**	.949**	.989**	.965**	-

Table 4 reflects relationship between college teachers' subjective well-beings and factors regarding emotional intelligence applying *Pearson Product Moment Correlation (r)*. Findings depict large significant association between: college teachers' subjective well beings and self-awareness ($r=.990^{**}, n=716, p<.01$), teachers' subjective well beings and self-regulation ($r=.970^{**}, n=716, p<.01$), teachers' subjective well beings and motivation ($r=.999^{**}, n=716, p<.01$), subjective well beings and empathy ($r=.983^{**}, n=716, p<.01$) and also found large significant correlation between college teachers' subjective well beings and social skills ($r=.986^{**}, n=716, p<.01$).

Table 5. Correlation between emotional intelligence and gender.

Factors	El	Gender
Emotional intelligence	Pearson Correlation	1
	Sig. (2-tailed)	-.199**
	N	716
Gender	Pearson Correlation	-.199**
	Sig. (2-tailed)	.01
	N	716

** Correlation is significant at .01 levels (2-tailed).

Interpretation of table 5 reflects that seven hundred and sixteen teachers' relationship between emotional intelligence ($M=457.360, SD=46.542$) and gender ($M=.550, SD=.498$). *Pearson product-Moment Correlation (r)* depicts significant small relation ($r=-.199, n=716, p<.05$) between emotional intelligence and teachers' gender. Male and female college teachers reported lower level of emotional intelligence.

Table 6. Correlation between gender and factors regarding emotional intelligence.

Sr.	Factors	Mean	SD	p	Gender	1	2	3	4	5
No.	Gender	.55	.498	.01	-					
1	Self-awareness	90.23	8.83	.01	-.207**	-				
2	Self-regulation	54.78	5.76	.01	-.210**	.971**	-			
3	Motivation	144.65	14.82	.01	-.204**	.991**	.969**	-		
4	Empathy	81.76	8.48	.01	-.179**	.959**	.950**	.977**	-	
5	Social sills	78.32	8.34	.01	-.203**	.983**	.949**	.989**	.965**	-

** Correlation is significant at .01 levels (2-tailed).

Interpretation of report is significant week correlation between: teachers' gender and self-awareness ($r=-.207^{**}$, $n=716$, $p<.05$), teachers' gender and self-regulation ($r=-.210^{**}$, $n=716$, $p<.05$) teachers' gender and motivation ($r=-.204^{**}$, $n=716$, $p<.05$), teachers' gender and empathy ($r=-.179^{**}$, $n=716$, $p<.05$) and present significant week correlation between teachers' gender and social skills ($r=-.203^{**}$, $n=716$, $p<.05$).

Discussion

Role of emotions is highly valued in the reflection of our inner subjective attitude. They originate through emotions, thoughts and feelings and become describable from one to another. Variation in emotions is also a major determinant of individual's differences. Emotions are often said to be similar among the human beings. Variety of emotions are uniformly retained and expressed by the human beings (Argyle, 2013; Warr, 1999). Findings after administering the ability test of emotions suggest that the skill of understanding, assessing the subtle forms of emotions are not mastered by everyone. Perception, utilization, and management of emotions are the tasks over which the highly emotional intelligent individuals have maximum command (Mayer & Salovey, 1997). People face comparatively less problems in social interactions, they easily solve their emotional problems and are mentally flexible than others (Mayer, Salovey, & Caruso, 2008). One is emotionally intelligent at home, remains constructive and better in interpersonal relationships in the world outside. In a nutshell, emotionally intelligent people are skilled in manoeuvring just right social relationships with others and thus able to prevent conflicts and violent episodes with the people around them (Mayer, Roberts, & Barsade, 2008).

Results reveal significant positive correlation between subjective well-being and emotional intelligence as they assist individuals in problem solving and developing right decisions (Singh, 2001). Individuals who acquire a high level of emotional intelligence possess competence to assess their and others' emotions, they are able to place exact aspects in applying diversity of social settings (Bar-On & Rarker, 2000). Accordingly, they significantly acquire less negative and more positive effects. Results have moreover revealed that people with increased emotional intelligence have been reported to have high satisfaction. Emotional intelligence makes individual to tackle any situation and develops one in successful adjustment, psychological balance which incurs competency and satisfied life. Research findings by Ryan and Deci (2000) facilitate this notion. It was found that emotionally intelligent people stand on elevated level of satisfaction and success and this has strongly correlated to job satisfaction. The recent findings are harmonious with other results.

Results reflect considerable negative correlation between locus of control and subjective well-being. Results show that internal dynamics have been significantly better subjective well beings than those of externals. People who stand high on emotional intelligence are more agile and dynamic in manoeuvring the situations while who are not passive in manoeuvring the situations (Carver & Scheier, 1999). Emotionally intelligent people assert strong control on destiny. Therefore, they behave to overcome contrary events standing on low grades on emotional intelligence scale (Chadha, 2001). Data examination has revealed considerable relationships between emotional intelligence and the measuring evaluation of subjective well beings as well as enormity of relationships between 'Big 5' personality constructs and well-being measures. However, emotional intelligence has illustrated more variance in the measures of well-being than personality constructs alone. Present research has imparted evidence to corroborate the significance of emotional intelligence as a construct. Kiani (2003) conducted a research in which the sample comprised 1100 females who belonged to different three professions; teachers, doctors and those who held a managerial position in offices. Findings revealed that the females who stood high on emotional intelligence questionnaire attained promotions. Research conducted by Rode, Mooney, Near, Baldwin, Rubin and Bommer (2007) revealed that individual's performance is affected by emotional intelligence in a positive relationship. Research conducted by Batool and Khalid (2009) titled "role of emotional intelligence in marital relationship" revealed that there exists a significant relationship between couple relationship and some specific components of

emotional intelligence such as expressiveness, optimism, impulse control, self-awareness and empathy. Results of the conducted research by Haring-Hidore, Stock, Okun, and Witter (1985) reported that married persons are found happier than those who are not. Findings also proposed that individuals who were of young age and married found themselves happier than the elder ones. Ryff (1989) reported that positive interaction with others, self-acceptance, independence, purpose in life and personal development are the significant dimensions of subjective well-being. Findings of present research are consonance with the results of other studies (Abdullah, Elias, Mayuddin, & Uli, 2004; Batool & Khalid, 2009; Hidore, Stock, Okun, & Witter, 1985; Kiani, 2003; Rode, Mooney, Near, Baldwin, Rubin & Bommer, 2007).

Conclusions

Emotions are not uniformly expressed by the human beings. Expression and communication of emotions can never be alike for everyone. Every human being expresses his emotions to others in a different way. Similarly, the ability to anticipate, evaluate and comprehend one's emotion by other also vary; some people can easily work out and understand others' emotions than others. On the other hand, people also show difference in the magnitude of emotions they express. It is conceived as a significant aspect to express and forecast human behaviour. Recently it is also being conceived as a determinant of individual's performance and interpersonal relationship in organisational context. Models of emotional intelligence now satisfactorily validated and vigorous findings have made this construct a valid concept to the research of intelligence and personality as individual differences. There is enormous empirical data for the researchers to consider the application of emotional intelligence as clinical application in multifarious setting. Emotional intelligence is significantly associated with the well-being related dynamics and can explain anxiety or depression like attitudes. Prime feature is the regulation of emotion. The application of emotional intelligence in appropriate settings has revealed potential facts in the promotion of well-being in the reduction of negative mind states. Here we come across a challenge to initiate the trainings for the enhancement of emotional well-being as well as to improve the low-quality educational regulation. It is concluded that female teachers have a significantly higher emotional intelligence than male respondents. Likewise, there was significant difference between male and female university teachers' subjective well-being. Female students have significantly higher emotional Intelligence than male respondents.

Recommendations

Present research recommendations are that deployment of subjective well beings in the context of teaching in which teachers involved actively should be preferred by the executives to develop their employees' attitude towards improved working. With reference to education as an organization, EI should be stirred in this domain to investigate the working of the teachers and administrators as well as for their quality working. Both of these variables have been studied in the variety of contexts of life in both personal and professional perspectives. Though much work has been brought about on emotional intelligence and subjective well beings, but still there is much scope for further research in this domain.

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Received: October 01, 2019

Accepted: December 06, 2019