

EMOTIONAL INTELLIGENCE OVER HAPPINESS AND SATISFACTION WITH LIFE AMONG SECONDARY TEACHERS: THE MODERATING ROLE OF GENDER

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INTRODUCTION

Recent research has indicated that Emotional Intelligence (EI) and gender are both associated with happiness and with satisfaction with life. Previous research has also found gender differences in the relationship between EI and variables related with well-being. However, there is a gap in the literature regarding the moderator role of gender over the relationship between EI and well-being variables among secondary teachers. It is relevant to address this gap since these results would throw light about gender differential benefits from EI training techniques among this population. Thus, the current study aimed to examine the moderator role of gender in the relationship between EI and happiness and EI and satisfaction with life among secondary teachers.

METHOD

Participants

To carry out our study, we used a Spanish sample of secondary teachers. A total of 49 men and 75 women (N = 124) ranging from 25 to 59 yr. old ($M = 43.82$, $SD = 7.81$) participated in the study.

Measures

Emotional Intelligence. The *Wong and Law Emotional Intelligence Scale (WLEIS; Wong & Law, 2002)* is a 16-item Likert-scale of five points that comprises four dimensions: Self emotion appraisal, Others' emotion appraisal, Use of emotion, and Regulation of emotion. Cronbach's alpha for all the dimensions are above .74

Happiness. The *Subjective Happiness Scale (SHS; Lyubomirsky & Lepper, 1999)* is a 4-item scale of global subjective happiness. Each item is to be completed by choosing one of seven options. Cronbach's alpha is acceptable (ranging from .85 to .95).

Satisfaction with Life. The *Satisfaction with Life Scale (SWLS; Diener, 1985)* was used. The SWLS is a 5-item Likert-scale of seven points. Alpha's cronbach is satisfactory (.85).

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RESULTS

Table 1. Regression results for the moderating effect of EI and gender on Happiness and Satisfaction with life.

	R ²	F	β		R ²	F	β
Happiness				Satisfaction with life			
Step 1	0.04	2.47 [†]		Step 1	0.02	1.25	
Step 2	0.27	13.10**		Step 2	0.15	6.23**	
Step 3	0.31	12.04**		Step 3	0.18	6.10**	
Age			-.14 [†]	Age			-.11
Gender			.02	Gender			-.00
EI			.48**	EI			.36**
EI x gender			.21*	EI x gender			.20*

Table 2. Gender differences in EI, Happiness and Satisfaction with life.

	F	p
EI	1.59	n.s.
Happiness	0.14	n.s.
Satisfaction with life	0.08	n.s.

Note: [†] $p < .10$; * $p < .05$; ** $p < .01$

Figure 1. Effects of EI and gender on Happiness

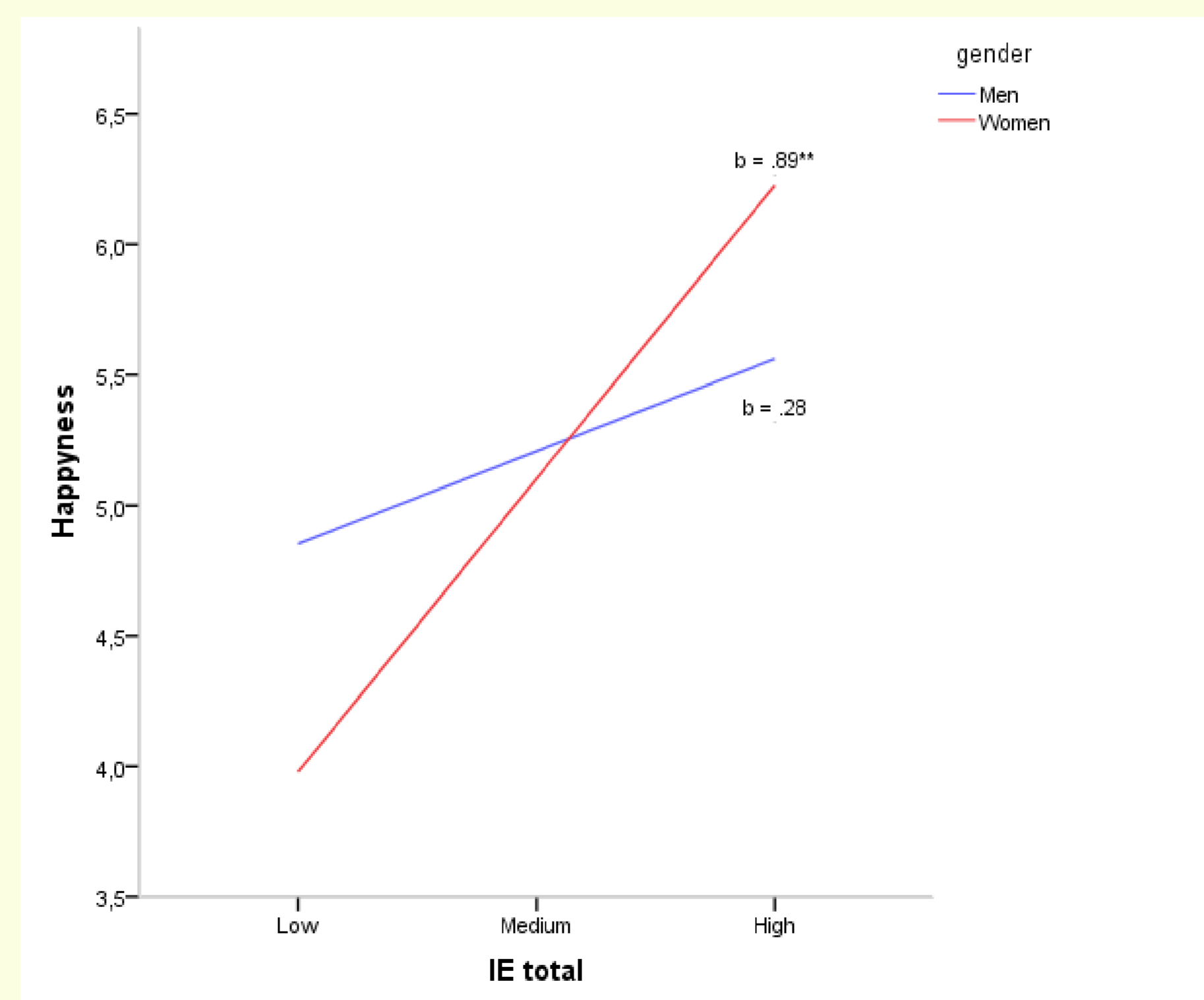
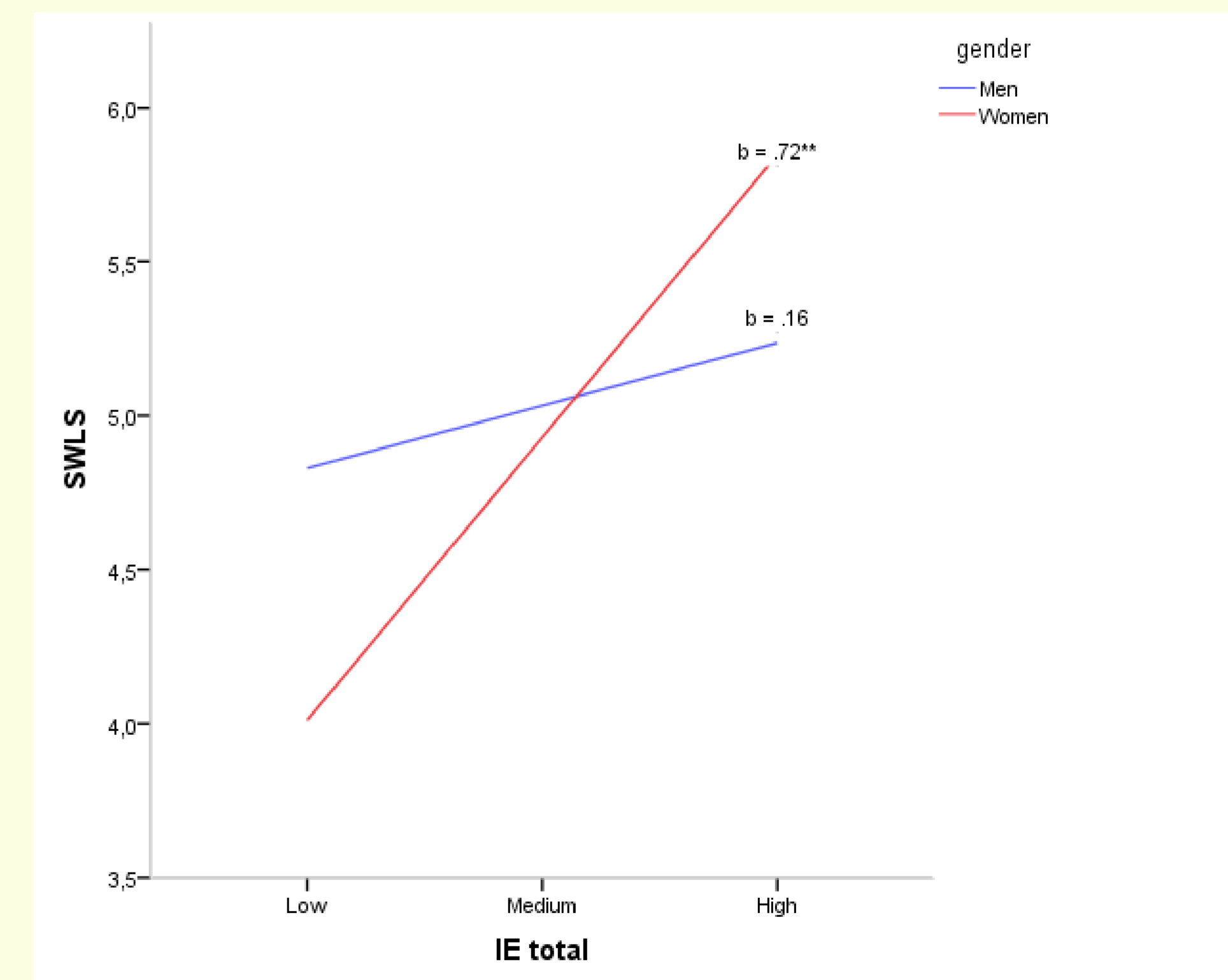


Figure 2. Effects of EI and gender on Satisfaction with life



CONCLUSIONS

No gender differences were found neither in EI, nor Happiness or Satisfaction with Life. EI was a strong positive predictor of both Happiness and Satisfaction with life. Interaction analysis showed that gender moderated the relationship between EI-Happiness and EI-Satisfaction with Life. High levels of Happiness and Satisfaction with life were related to higher levels of EI in women (but not in men).

Women tend to be more emotional and intimate in relationships as compared to males. They also tend to respond to conflictive situations more passively and showing intrapersonal aggressive behavior (e.g. frustration, resentment, guilt). Thus, it is possible that EI help women manage their emotions more markedly than men, improving their wellbeing and also their social relations, leading them to a higher level of happiness and satisfaction with life.

These data suggest that EI might be a significant resource for female secondary teachers in the prediction of well-being variables. It leads them to reach higher levels of happiness and satisfaction with life. These preliminary findings suggest the importance of incorporating gender analysis into study designs investigating the relation between EI and well-being variables among secondary teachers.