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ANALYZING THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND MARITAL SATISFACTION OF TEACHERS IN TASHKENT, UZBEKISTAN

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Abstract

This study explores the link between Emotional Intelligence (EI) and Marital Satisfaction (MS) among married university teachers in Tashkent, Uzbekistan. A quantitative survey was conducted using established EI and MS scales. The results suggest that higher levels of EI, particularly emotional regulation and interpersonal sensitivity, significantly predict higher marital satisfaction. Female teachers demonstrated slightly higher EI scores than males, with emotional awareness being a key differentiator. These findings highlight the critical role of emotional capabilities in fostering fulfilling marital relationships in professional communities.

Keywords: Emotional Intelligence, Marital Satisfaction, University Teachers, Uzbekistan, Gender Differences, Emotional Regulation.

1. Introduction

This research aims to assess the correlation between Emotional Intelligence (EI) and Marital Satisfaction (MS) among university teachers in Tashkent. Given the increase in divorce rates and emotional challenges in marriages, especially among professionals, understanding the emotional competencies that enhance marital quality is crucial. Emotional intelligence encompasses self-awareness, emotional regulation, motivation, empathy, and interpersonal skills, which are all essential for maintaining healthy marital bonds.

2. Materials and Methods

A correlational research design was employed using a positivist paradigm. Participants were 380 married teachers (269 female, 111 male) selected using



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stratified random sampling from Tashkent universities. The Emotional Intelligence Scale (EIS) and the Index of Marital Satisfaction (IMS) were used to measure EI and MS respectively. Data were collected online through Google Forms and analyzed using SPSS 24, employing Pearson correlations and t-tests.

3. Data Collection

Data were collected over a two-month period using structured questionnaires shared via email and social media platforms. The EIS measured components like self-awareness, empathy, motivation, and social skills. The IMS captured perceptions of marital satisfaction. Prior to distribution, a pilot test with 20 respondents was conducted to validate clarity and reliability.

4. Data Analysis

Pearson Product Moment Correlation was used to examine relationships between EI and MS. An independent samples t-test evaluated gender differences in EI and MS. Cronbach's alpha values for the scales exceeded 0.85, confirming reliability.

5. Results

- A moderate positive correlation ($r = 0.46$, $p < 0.01$) was observed between Emotional Intelligence and Marital Satisfaction.
- Emotional Regulation emerged as the strongest predictor of Marital Satisfaction ($r = 0.52$, $p < 0.01$).
- Female teachers had higher EI scores ($M = 4.12$) than male teachers ($M = 3.78$), $p < 0.05$.
- No significant gender difference was found in marital satisfaction ($p = 0.12$), though females showed slightly higher means.
- Empathy and emotional awareness showed significant associations with marital stability.

6. Discussion

The study reinforces that Emotional Intelligence is a significant contributor to Marital Satisfaction among teachers. Emotional Regulation and Empathy were



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particularly influential. Female educators generally demonstrated higher EI, suggesting potential gender-linked emotional awareness advantages. The absence of a major gender difference in MS underscores that emotional competencies, not gender, are more determinant in marital quality.

7. Conclusion

The findings confirm that improving emotional intelligence can lead to healthier marital relationships. This is especially relevant for educators, whose emotional workload is already high. Incorporating EI training into professional development or premarital counseling could benefit marital stability and emotional well-being.

8. References

Here is the full list of references from your uploaded file titled "Final Research Proposal ID 001291.pdf":

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