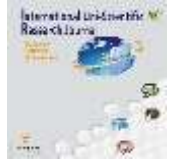




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**The Relationship between Emotional Intelligence and Quality of Life in Moroccan Adolescents****Abdelmounim Kiouach and Benaissa Zarhbouch**

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## Abstract

This study aims to investigate the relationship between emotional intelligence and quality of life among Moroccan adolescents. The sample consisted of 96 secondary school students, both male and female, aged between 12 and 16 years ( $M = 14.19$ ,  $SD = 1.28$ ). This research is particularly significant given the transitional and complex nature of this developmental stage, which involves significant organic, cognitive, and emotional changes.

An initial exploratory study was conducted to assess the levels of emotional intelligence and quality of life among the participants, examine gender differences, and explore the relationship between these two variables. The BAR-ON Emotional Intelligence Scale (Parker et al., 2011) and the Quality-of-Life Scale (Bakas et al., 2012), both adapted for the Moroccan context, were utilized for data collection.

The results indicated that adolescents in the sample exhibited an average level of emotional intelligence overall, with average scores in the intrapersonal and interpersonal dimensions, and high scores in stress management and adaptability dimensions. Additionally, the quality of life among the respondents was found to be high.

Statistically significant gender differences were observed in the adaptability dimension and overall quality of life. Furthermore, a statistically significant positive correlation was found between the overall emotional intelligence score, specifically the intrapersonal and stress management dimensions, and quality of life.

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**1. Introduction**

The concept of emotional intelligence has been rich in studies, because of its important impact on the success of the individual's personal and social life (Côté & Miners, 2006), according to Meyer and his collaborators (Mayer, Caruso, & Panter, 2019), it's a personal intelligence that includes the ability to think accurately about personal traits and the traits of others, and link traits, behavior, goals, and other aspects to understand oneself

and others. Moreover; quality of life has also been shown to be a concept that intricately affects an individual's physical health, psychological state, social relationships, and environment (Susniene & Jurkauskas, 2009).

In the same context, the study of quality of life was considered a multi-dimensional concept, affected by social relations, mental and physical health, and the environment (Souza, Alves, Matos, & Ramos, 2022).

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In a more holistic view, Bellido-Martos and his collaborators (Pulido-Martos, Ramos-Álvarez, Linares-Castillo, & El Ghoudani, 2021), considered that quality of life includes individuals' perception of their status, and how their interaction with society and the environment affects their physical and psychological health, their social and school status, and the extent to which they are compatible with ones' goals, expectations, standards, and interests, in the context of the culture and values in which they live. Since the concept of quality of life is related to the lifestyle of the individual, his ability to control his surroundings, and his activities (Wac, 2022), A study by Souza, Alves, Matos, and Ramos (2022) concludes that quality of life is affected by the living conditions of families and is also related to well-being and mental health. Thus, according to Baruah & Rema (2021), quality of life is the moment when an individual is satisfied with his life, standard of living, mental and physical health, with the ability to participate effectively and freely, build social relationships, and the ability to make decisions.

Given that mental health, public health, academic excellence, professional success, emotional compatibility, and life satisfaction are considered dimensions of the quality of life variable under investigation, the following question can be posed: What is the relationship between emotional intelligence and the quality of life in adolescents? This inquiry is supported by the fact that a weakness in emotional intelligence has been observed among individuals suffering from high generalized anxiety and social anxiety (Nolidin, Downey, Hansen, Schweitzer, & Stough, 2013). Additionally, research suggests that emotional intelligence elevates levels of mental and physical health (Tsaousis & Nikolaou, 2005). Emotional intelligence has also been associated with achieving positive life outcomes and improving mental health (Ashkanasy & Battel, 2022), and has been considered the basis for success in personal and professional life (Önen & Ulusoy, 2015). At this point precisely, the importance of emotional intelligence in the education system, and the role it may play in overcoming the difficulties of success and excellence in life, is evident. As long as emotional intelligence provides the rationale for taking emotions seriously in educational and organizational contexts (Mayer j. D., 2006b). Hence, middle schools may be considered one of the most important of these contexts and social environments, in which emotional intelligence skills and competencies can be developed, learners trained to acquire them, and appropriate places to implement and achieve plans to improve their quality of life. These skills and abilities may help adolescents transition to adulthood, as emotional intelligence affects satisfaction, job performance, attitudes, and decision-making (Wong & Law, 2002).

Bringing this theoretical background, our study examines the importance of positive variables in excellence and success, achieving well-being and life satisfaction, and revealing the existing or possible relationship between them. Its goal is to develop personal skills and traits or cognitive competencies and abilities that can be adopted to propose educational and educational plans to improve the quality of life of teachers, adopting the preventive role played by emotional intelligence, and the level of quality of life on the status of mental and physical health, by revealing the dimensions of emotional intelligence that are directly related to the quality of life, which contribute to raising its level and facing life pressures in particular. This importance also is shown through the study sample, which represents the category of adolescents belonging to the secondary school, as one of the most difficult educational-learning transitional and complex. Thus, the aim of the study is

to alert the need to develop training and guidance programs to develop self-competencies and social skills and to develop scientific controls to build them as well.

An exploratory study was, in fact, conducted by the researchers to determine the levels of emotional intelligence and quality of life among the sample members. This study also aimed to reveal any gender differences between them and explore the potential relationship between these variables. To achieve these goals, tests adapted to the Moroccan environment were employed. Based on the foregoing, if the research problem were to be summarized in terms of the relationship between the emotional and contextual dimensions, the following main question could be posed:

what is the relationship between emotional intelligence and its components to the quality of life of adolescents?

There are also some sub-questions that are related to the main question:

- 1- What is the level of emotional intelligence and quality of life of adolescents?
- 2- Are there statistically significant differences in the level of emotional intelligence and the level of quality of life due to the gender variable?
- 3- Is there a relationship between emotional intelligence and quality of life among adolescents studying in secondary school?

## 2. Methodology

This study relied on the descriptive quantitative analytical approach, to reveal the nature of the relationship between emotional intelligence and its components with the quality of life among a sample of Moroccan adolescents, and is based on the following elements:

### 2.1. Hypotheses of the study

Drawing upon previous research related to the research concepts and informed by the questions previously posed, an exploratory study was conducted to determine the levels of emotional intelligence, its sub-dimensions, and quality of life among the sample members. Based on this investigation, the following hypotheses were formulated:

1. There are statistically significant differences in the level of emotional intelligence and its dimensions among the sample members according to the gender variable.
2. There are statistically significant differences in the quality of life of the sample members according to the gender variable.
3. A statistically significant correlation exists between emotional intelligence and quality of life among the sample members.

### 2.2. Study Community and Contributors

The study population of 561 individuals (252 females) was selected from adolescents enrolled in secondary school at a public school in Ifrane, Kingdom of Morocco. The number of participants in the study was 96 male and female students, equally male and female (48), aged 12 to 16 years ( $m = 14.19$ ,  $\sigma = 1.28$ ), males ( $m = 14.36$ ,  $\sigma = 1.25$ ) and females ( $m = 14.04$ ,  $\sigma = 1.30$ ).

The administrative and educational staff of the secondary institution in which the study was completed made it clear that the parents of the students pledged and agreed to accept the completion of this study for their children.

### 2.3. Study Tools

The Bar-On Emotional Intelligence model, a scale that measures a mixture of personality traits, mental abilities, and social skills,

was used in the form of a self-report of emotionally and socially intelligent behavior (Bar-On, 2006), adapted to the Moroccan environme (Lopez-Zafra et al., 2021), in addition to the Quality of Life Scale, which aims to measure the degree to which adolescents benefit from and enjoy opportunities and resources available in their environment, and measure the degree of their interaction with society and the environment in general, it has been adapted to the Moroccan context (Pulido-Martos, Ramos-Álvarez, Linares-Castillo, & El Ghoudani, 2021).

Following the development of an estimated balance based on the utilized scale alternatives (Pimentel, 2010; Pimentel, 2019), the procedure relied on established study methods. This process involved determining the number of scale periods based on the known number of alternatives. For instance, a 5-point Likert scale would have four periods (1-2-3-4-5). Subsequently, the length of each period (or domain) was calculated. This value varies depending on the number of alternatives per scale and is obtained by dividing the number of periods by the number of alternatives. In the present study, both employed scales utilized a 5-point Likert format, resulting in an interval length of 0.80 (4 / 5). With regards to the levels, low levels were assigned to all weighted averages corresponding to the "rarely applied to me" and "very rarely applied to me" alternatives for emotional intelligence. These same levels corresponded to the "rarely" and "never" alternatives for quality of life. Conversely, high levels were assigned to all weighted averages corresponding to the 'often applied to me' and 'very often applied to me' alternatives for emotional intelligence. These same levels corresponded to the 'often' and 'always' alternatives for quality of life. The intermediate level was designated as the neutral period common to both tests. Based on this designation, **Table 1** (for both scales) was generated.

**Table 1**

Estimated balance according to the 5-point Likert scale of the two scales together, levels of emotional intelligence, and quality of life

Bar-on scale alternatives	Quality of Life Scale Alternatives	Grade	Weighted average weights	Levels: Emotional Intelligence / Quality of Life
Very often applied to	All the time	5	5 – 4.20	High Between 3.40 and 5
often applied to me	Often	4	4.19– 3.40	
Sometimes applied to me	Once in a while	3	3.39 – 2.60	Medium Between 2.60 and 3.39.
rarely applied to me	Rarely	2	2.59 – 1.80	low Between 1 and 2.59
Very rarely applied to me	At all	1	1.79- 1	

Following the extraction of the arithmetic averages achieved by the respondents on both tests combined, these values were then projected onto the weights established in Table 1. Subsequently,

the resulting answers were categorized into three groups, reflecting both the emotional intelligence levels obtained in the Bar-on test and the quality of life levels determined by the Quality of Life Scale.

**2.4. Study procedure**

After determining the study population and sample, the tests were prepared and distributed to the sample members in small groups, in the same conditions, where the tests are presented to them at once in one group with a change in their order, in addition to the instruction guide and the socio-demographic information card. The purpose of the test is then explained, general instructions are read to them, and their queries are answered. It took about 40 minutes to answer both tests.

**2.5. Statistical methods**

To analyze the data and to prove hypotheses, the researchers used mean and standard deviations, the T-test for independent samples, Pearson's correlation coefficient, the Levene's test for Homogeneity of Variances, and the simple linear regression analysis.

**3. Interpret and discuss the results**

**3.1. The level of emotional intelligence in adolescents**

An exploratory study was conducted to investigate the level of emotional intelligence among adolescents. The Bar-on scale was employed in this study. Scores obtained from the scale were used to calculate arithmetic averages and standard deviations, which are summarized in Table 2.

**Table 2**

The level of emotional intelligence and its dimensions among the sample members on the Bar-On scale

Dimensions of emotional intelligence	M	SD
Dimension 1: intrapersonal	3,11	0,62
Dimension 2: Interpersonal relationships	2,71	0,74
Dimension 3: Stress Management	3,86	0,66
Dimension 4: Adaptability	4,14	0,75
<b>Overall average emotional intelligence</b>	<b>3,33</b>	<b>0,39</b>

Through the results of Table (2), which were projected on the data of Table (1), it is clear that the total average emotional intelligence of the sample members represents the average level of emotional intelligence on the Bar-On scale. Concerning the level of emotional intelligence dimensions, the sample members have an average level with respect to the dimension of «intrapersonal", and " Interpersonal relationships." But they have high levels with regard to «stress management" and "adaptability" ones respectively.

A review of prior research reveals that the present study's findings align with those of Kumar (2020), who reported average emotional intelligence levels among secondary school students. Similarly, the total average for emotional intelligence on the Bar-On scale aligns with the results of Vallejos Valdivia (2022). Furthermore, the findings concur with Kiliç et al. (2022) who also observed an average level of emotional intelligence within their sample. However, discrepancies emerge when compared to studies by Hamri (2020) and Yahya (2015), which identified high levels of emotional intelligence.

In fact; these differences in the results of the studies are mainly due to the different scales and the environment where they are

conducted and used, in addition to the different general orientations of the educational systems. Thus; the study of (Rivera-Pérez, León-del-Barco, Fernandez-Rio , González-Bernal, & Gallego, 2020) have found that classrooms with high indicators of cooperation between students have high levels of emotional intelligence. Taking into account the environmental, cultural, and academic disciplinary influences, and considering the primarily educational focus of the second stage, the obtained results may be attributable to the attitudes towards learning and academic excellence prevalent among secondary learners. In support of this notion, Önen & Ulusoy (2015) identified a positive and significant relationship between emotional intelligence and learners' attitudes towards learning. Therefore, it can be inferred that adolescents at this stage navigate a period of inherent instability, characteristic of adolescence itself, and actively seek self-realization through the pursuit of a distinct identity.

Undoubtedly, methodological limitations can influence certain results. These limitations may include sample size and characteristics, age group of the participants, and the quality of the instruments employed. For instance, Sánchez-Álvarez et al. (2020) utilized three scales to investigate the impact of emotional intelligence on academic achievement, yet their findings exhibited overlap. Similarly, the study by Arman & Ovsenik (2020) identified high levels of emotional intelligence only among students in the first and fourth year of secondary school.

**3.2. Quality of life level**

An exploratory study was conducted to determine the quality of life among the sample members. A specialized quality of life scale was employed in this investigation. Based on the scores obtained by the adolescents, the mean (4.03) and standard deviation (0.37) were calculated. Consulting Table 1, this result falls within the range of 3.4 to 5, indicating a high quality of life for the adolescents. Consequently, a review of relevant quality of life studies revealed that the present study's findings align with those of Lazzali & Ayesh (2020) and Baali & Jaghlouli (2018), who similarly confirmed a high degree of quality of life among secondary-level students.

However; the results of our study differ with those of (Souza, Alves, Matos, & Ramos, 2022), which showed a low level of quality of life among Brazilian adolescents. It also disagrees with the study of (Ben Khalifa & Lahrash, 2017; Abdelhamid, Mohamed, & Hasan, 2022; Moreira, et al., 2014) where the level of the quality of life of the sample members was average.

Through the above, the result of our study can be explained by the age group of the study, which belongs to a stage of transformation and transition towards self-realization and psychological balance. Beside; the family and educational systems in Morocco may have a certain role in achieving the quality of life of adolescents, through the solidarity and social support they provide to individuals, which was explained by the study of (Kucuk & Gunay, 2022) by the living conditions of individuals, and that the high level of quality of life according to (Magiera & Pac, 2022), is also due to the existence of strong relationships with relatives and friends, which help to solve and reduce emotional and social problems.

**3.3. First hypothesis**

To investigate the first hypothesis, which posits statistically significant differences in average emotional intelligence and its dimensions according to gender, the arithmetic averages, standard deviations, and standard errors for emotional intelligence and its four dimensions were calculated for both

male and female participants. These results are presented in Table 3.

**Table 3**

Test (T) for independent samples to determine the significance of differences between the averages of emotional intelligence by gender variable.

Dimensions of emotional intelligence	Sex	M	SD	t	df	Sig	Statistical significance
Dimension 1: intrapersonal	male	3,20	0,55	1,54	89,84	0,13	Non-functional
	female	3,01	0,68				
Dimension 2: Interpersonal relationships	male	2,61	0,59	1,41	94,00	0,16	Non-functional
	female	2,82	0,85				
Dimension 3: stress Management	male	3,73	0,46	1,92	75,12	0,06	Non-functional
	female	3,99	0,80				
Dimension 4: Adaptability	male	3,92	0,90	3,02	71,81	0,00	functional
	female	4,37	0,48				
total average emotional intelligence	male	3,28	0,35	1,50	94,00	0,14	Non-functional
	female	3,39	0,42				

Note: p<0.05, n=48

It is clear from Table (3) that most of the averages of the gender are similar in levels of emotional intelligence, as the largest differences in the averages do not exceed the threshold of 0.45, which was in the dimension of "adaptability" (the fourth dimension) in favor of females. Some differences in the first dimension were in favor of males, while differences in the remaining dimensions and the total average of the Bar-On scale were much less, all in favor of females.

An examination of Table 3 reveals that the independent samples t-test results for the total average emotional intelligence score on the Bar-On scale do not indicate statistically significant differences attributable to gender. However, for the fourth dimension, 'ability of adaptability,' the t-test statistic falls below the significance level of 0.05. This finding confirms statistically significant differences at the 0.05 level in this dimension due to gender, with females scoring higher. In contrast, the t-test statistics for the remaining dimensions are all greater than 0.05, signifying a lack of statistically significant gender-based differences in these aspects of emotional intelligence.

The result of the absence of gender differences in the total mean of the Bar-On scale is confirmed in previous studies such as (Shibila & Sannet, 2020; Çoban, Karademir, Açak, & Devocioğlu, 2010; Baruah & Rema, 2021; Hamri,2020) with some methodological differences with it. But it differs with other studies that have found gender differences in adolescents (Adewuyi, 2020), or that the level of males is higher than females (Vallejos Valdivia, 2022), or females are better than males (Kumar, 2020; Ravindar, 2021), or the existence of large gender differences in favor of females in all components of emotional intelligence (Arias, Soto-Carballo, & Pino-Juste, 2022).

At the level of the fourth dimension, in which our hypothesis was realized in favor of females, this can be explained by the fact that females need to develop adaptive capabilities to the environment, the value system and the family system, because of the norms and traditions, and the pressure they are subjected to during socialization, limit their abilities to communicate and

interact with others, which makes them more in need to develop the dimension of "adaptability".

**3.4. Second hypothesis**

To investigate the hypothesis concerning statistically significant differences in quality of life levels based on gender, the arithmetic averages and standard deviations for the sample members' quality of life were calculated. The results indicated similar gender averages (males:  $m = 3.95$ ,  $p = 0.23$ ; females:  $m = 4.11$ ,  $p = 0.46$ ) with no significant differences. The difference between the means favored females by a value of 0.16.

To statistically verify this hypothesis and determine the significance of the mean differences, an independent samples t-test was conducted. The t-test result for the total average quality of life score was 2.16 with a H value of 68.92 and a significance level of 0.034. These findings confirm statistically significant differences in quality of life attributable to gender, with females exhibiting higher scores.

Hence; these findings are in line with the findings of previous studies: (Baruah & Rema, 2021; Al-Huwailah, 2017; Alibabaie, 2015; Ben Khalifa & Lahrash, 2017; Manhas, Sharma, & Manisha, 2015) in the high level of quality of life. While disagreeing with studies that found differences in quality of life in favor of males: (Souza, Alves, Matos, & Ramos, 2022; Kucuk & Gunay, 2022; Karim & Khudair, 2020), or the study of (Abdelhamid, Mohamed, & Hasan, 2022) that found no gender differences in quality of life.

The different results can be explained by the methodological set of tools, whether it is related to the study tools, the sample, or the age period of the samples, and the cultural context and socialization may play a role, and this may be explained, depending on the mood of the females and their hormonal system (Sinvani, et al., 2021).

**3.5. Third hypothesis**

This hypothesis indicates a statistically significant correlation between emotional intelligence and quality of life in the sample members. To verify it, Pearson's correlation coefficient was used to find out the relationship between the total average of emotional intelligence and its dimensions with the total average of quality of life, and Table (4) shows this:

**Table 4**

Pearson's correlation coefficient between the total average of emotional intelligence and its dimensions with the total average quality of life

\*\*Statistically significant at significance level 0.01

\*Statistically significant at significance level 0.05

		total average quality of life	
total average emotional intelligence	r	0,49**	
	p	0,00	
Dimension 1: Intrapersonal	r	0,31**	
	p	0,002	
Dimension 2: Interpersonal relationships	r	0,17*	
	p	0,05	
Dimension 3: Stress Management	r	0,54**	
	p	0,00	
Dimension 4: Adaptability	r	0,05	
	p	0,64	

It is clear from Table (4) that there is a positive correlation between dimensions 1, 2 and 3 and the quality of life, and its absence in dimension 4. Thus, the hypothesis is partially realized at the dimensional level. This indicates that there is no relationship between the dimension of "adaptability" and the quality of life, which is more related to other dimensions. Between the total average of emotional intelligence and the quality of life, a positive correlation is found, confirming the realization of our hypothesis.

To explore the strength of the relationship between emotional intelligence, its dimensions, and quality of life, a linear regression model was employed. In this model, quality of life served as the independent variable, while emotional intelligence and its dimensions were considered dependent variables. Table 5 presents the results of this analysis.

**Table 5**

Linear Regression Test Results

Independent variable	Dependent variable	r	R <sup>2</sup>	F value	Sig. F	β	T value	Sig. T
Average Quality of Life	Overall average emotional intelligence	0.488	0.238	29.399	0.000	0.51	5.422	0.000
	Dimension 1: Intrapersonal	0.311	0.097	10.056	0.002	0.52	3.171	0.002
	Dimension 2: Interpersonal relationships	0.169	0.029	2.758	0.100	0.33	1.661	0.100
	Dimension 3: stress management	0.536	0.287	37.875	0.000	0.95	6.154	0.000
	Dimension 4: Adaptability	0.048	0.002	0.213	0.645	0.09	0.462	0.645

It is clear from Table (5), that there is a strong positive correlation between the total average of emotional intelligence, and its first and third dimensions, and the quality of life, while the second and the fourth dimensions have no relationship with the quality of life.

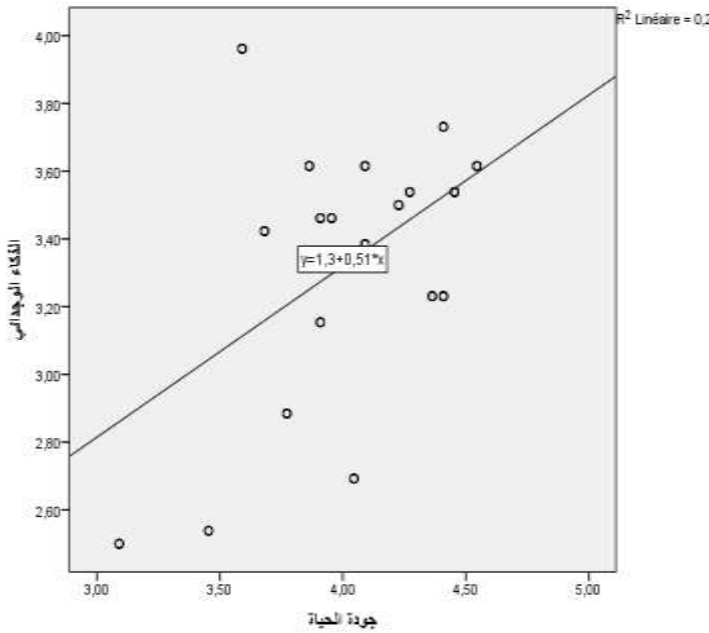
By invoking the linear regression model, it is clear for the total average of emotional intelligence, that the regression in this case is statistically significant, and in the same direction, through the value of (F) of (29.399), with a degree of freedom (94), and statistically significant at (0.000). Therefore; the Quality of life (24%) explains the variation in the total average of emotional intelligence, due to the value of the coefficient of determination ( $R^2 = 0.238$ ), and the value of beta ( $B = 0.51$ ), which shows the relationship between the quality of life and the level of emotional intelligence, is statistically significant, which can be deduced from the value of (T) and the associated significance. This means that whenever the level of the quality of life rises by

one degree, the level of the total average of emotional intelligence rises by (0.51) degrees.

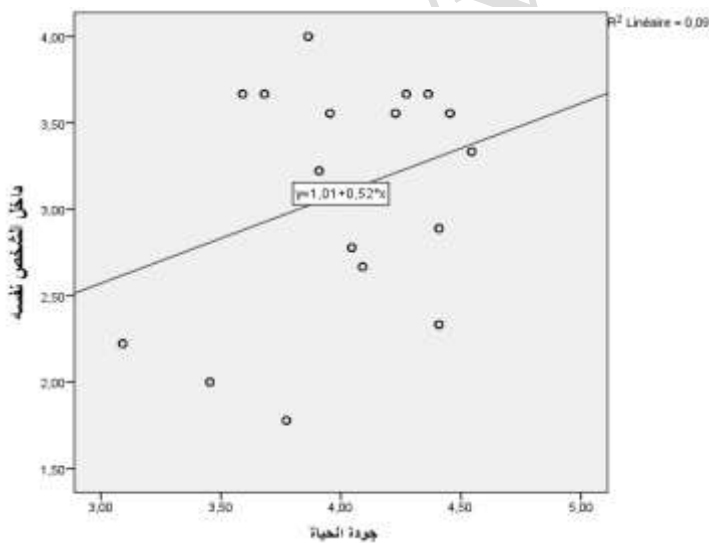
As can be seen from the above, the higher the level of quality of life in adolescents is the higher the level of emotional intelligence and its first and third dimensions will be, which confirms the validity of our hypothesis at this level. Chart (1) shows the linear regression equations associated with the level of strength of the relationship between quality of life and emotional intelligence and its first and third dimensions.

**Chart 1**

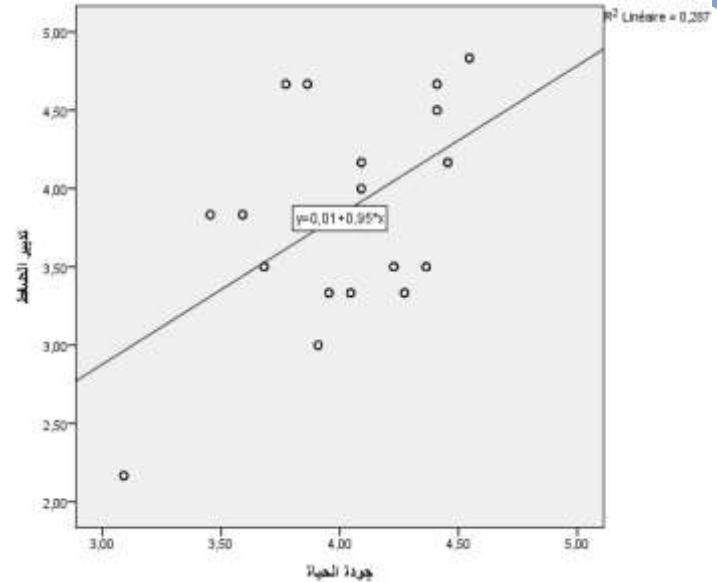
A graph of the equations of linear regression between quality of life and emotional intelligence and its first and third dimensions



**A: The regression equation between the quality of life and the emotional intelligence**



**B: The regression equation between the quality of life and the dimension "intrapersonal"**



**C: Regression equation between the quality of life and the dimension of "stress management"**

Consistent with the overall emotional intelligence average, an examination of Table 5 and Figure 1 reveals positive and statistically significant results from the linear regression tests for both the 'intrapersonal' and 'stress management' dimensions in relation to quality of life. Furthermore, the strength of these relationships differs. The 'intrapersonal' dimension exhibits a moderate association with quality of life, explaining 10% of the variance ( $R^2 = 0.097$ ). The beta value ( $\beta$ ) for this dimension is 0.52, indicating a statistically significant positive relationship. In simpler terms, a one-unit increase in quality of life is associated with a 0.52-unit increase in the 'intrapersonal' dimension score. Conversely, the 'stress management' dimension demonstrates a strong association with quality of life, explaining 29% of the variance ( $R^2 = 0.287$ ). The beta value ( $\beta$ ) for this dimension is 0.95, again signifying a statistically significant positive relationship. Here, a one-unit increase in quality of life corresponds to a 0.95-unit increase in the 'stress management' dimension score. These findings support the hypothesis of a direct relationship between emotional intelligence (particularly the 'intrapersonal' and 'stress management' dimensions) and quality of life, with the strength of this association varying between moderate and strong.

In conclusion, the findings support our hypothesis for the overall emotional intelligence average, the 'intrapersonal' dimension, and the 'stress management' dimension. A positive relationship was observed between quality of life and both the overall emotional intelligence average and the 'intrapersonal' dimension. The relationship between quality of life and the 'stress management' dimension was found to be strong and positive. Therefore, higher quality of life coincides with greater emotional intelligence, particularly in the 'intrapersonal' and 'stress management' domains. Our hypothesis was not supported for the remaining dimensions, as the results indicated no relationship between quality of life and these aspects of emotional intelligence.

The result then is in line with the ones of some previous studies, which confirmed a positive and statistically significant correlation between emotional intelligence and quality of life (Al-Huwailah, 2017; Alibabaie, 2015; Manhas, Sharma, & Manisha, 2015; Anjum & Swathi, 2017; Baruah & Rema, 2021).

Besides, it is also in line with the study (Pandey & Sharma, 2021) that considered the fact of developing the level of emotional intelligence is associated with improving the quality of life of the individual. In contrast, the results of this result differ from the study of (Mustafa, Ismail, & Dalshad, 2019), which found a negative relationship between emotional intelligence and some dimensions of the quality of life, and the correlations were partial.

These results can be explained by the fact that adolescents care a lot about themselves, the accompanying changes on the personal and subjective level, the resulting changes in their view of themselves, others and the future, the constant ambition for idealism, and an internal psychological struggle to achieve the best. Because adolescents are exposed at this stage to family and school pressures, they develop strategies to manage stress, acquire life skills, which reflect positively on the quality of life, and make the dimension of "interpersonal relationships" and the dimension of "adaptability" improve independently of the quality of life.

#### 4. Conclusion

It has been confirmed by many studies that emotional intelligence acts as a preventive factor for mental health and a good predictor of mental disorders. Emotional intelligence has also been shown to help reduce negative psychological effects, relieve daily stressors, prevent negative emotions, and facilitate the process of communication and empathy with others. It is considered the largest predictor of well-being and an assistant in improving social relations, academic achievement, and professional performance. Quality of life, if considered as an ability of adaptability and self-management to face social, physical and emotional challenges, is influenced by the living conditions of families.

While differences between the results and similarities between them are sometimes recorded, this is only because adolescence is a very sensitive stage in the adolescent's life. Their goal is to search for a stable identity, completely get rid of the world of young people and live as adults. Adolescence is also subject to cultural constraints and individual privacy, framed by socialization in general, and relations within the family and school in particular.

Clearly revealing the nature of the relationship and understanding emotional intelligence in its dimensions and the quality of life of adolescents would facilitate the educational actor's rational development of the school planning system. It would also facilitate the possibility for educational program makers to develop educational and health policies aimed at developing emotional intelligence among adolescents in order to improve their quality of life. To achieve this in practice, it is desirable to develop integrated training and guidance programs involving families, educational and administrative staff. These programs would focus on developing self-competencies and social skills, including emotional intelligence, to contribute to improving the quality of life of students in a preventive role. The integration of family education and life skills in the curriculum would play an

effective role in the educational process. It would raise awareness of quality of life and form a kind of prior prevention, enabling adolescents to better deal with traumatic events and various potential pressures of the environment and society. This integration would also enable them to develop social skills through stress management, adaptation to the environment, impulse control and regulation, and effective management of communicative relationships.

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