

Relationship Between Quality of Life and Emotional Regulation of D.El.Ed. Students of Tripura

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Abstract

The present study investigates the relationship between quality of life and emotional regulation among Diploma in Elementary Education (D.El.Ed.) students in Tripura. A descriptive survey design was employed with a sample of 219 D.El.Ed. students from various teacher training institutes across Tripura. Data were collected using self-developed questionnaires for both Emotional Regulation ($\alpha = .943$) and Quality of Life ($\alpha = .963$). Statistical analysis using Pearson's correlation coefficient revealed a significant positive relationship between emotional regulation and quality of life ($r = .477, p < .001$). The findings suggest that students with better emotional regulation abilities tend to experience higher quality of life. These results have important implications for teacher education programs, highlighting the need to incorporate emotional regulation training in the curriculum to enhance prospective teachers' overall well-being and professional competence.

Keywords: Quality of Life, Emotional Regulation, D.El.Ed. Students, Teacher Education, Well-being

Introduction

The teaching profession demands not only academic competence but also emotional resilience and well-being. Teacher education programs play a crucial role in preparing future educators who can effectively manage the emotional demands of the classroom while maintaining their own quality of life. In recent years, there has been growing recognition of the importance of emotional regulation and quality of life in teacher preparation, particularly for elementary education teachers who work with young children requiring high levels of emotional engagement and patience.

Emotional regulation refers to the processes by which individuals influence which emotions they have, when they have them, and how they experience and express these emotions (Gross, 1998). It encompasses the ability to monitor, evaluate, and modify emotional reactions to accomplish one's goals (Thompson, 1994). For prospective teachers, emotional regulation is particularly crucial as it affects their ability to manage classroom stress, respond appropriately to student behaviors, and maintain positive relationships with students, colleagues, and parents.

Quality of life, on the other hand, is a multidimensional concept that encompasses physical health, psychological well-being, social relationships, and environmental factors (WHOQOL Group, 1995). For teacher trainees, quality of life reflects their overall satisfaction with their preparation program, personal well-being, and readiness for the teaching profession. Research has shown that teachers with higher quality

of life are more likely to remain in the profession and demonstrate greater effectiveness in their teaching practices (Skaalvik & Skaalvik, 2017).

The relationship between emotional regulation and quality of life has been explored in various populations, with studies consistently showing positive associations. Individuals with better emotional regulation skills tend to experience lower levels of stress, better mental health outcomes, and higher overall life satisfaction (Aldao et al., 2010). However, limited research has specifically examined this relationship among D.El.Ed. students, particularly in the Indian context.

The state of Tripura, located in northeastern India, faces unique challenges in teacher education due to its geographical isolation, diverse linguistic landscape, and socioeconomic factors. Understanding the emotional well-being and quality of life of teacher trainees in this region is essential for developing targeted interventions and improving teacher preparation programs.

Objectives of the Study

The primary objective of this study is to examine the relationship between quality of life and emotional regulation among D.El.Ed. students in Tripura. Specifically, the study aims to:

1. Assess the reliability and validity of the instruments used to measure quality of life and emotional regulation in the study population
2. Determine the level of quality of life among D.El.Ed. students
3. Evaluate the emotional regulation abilities of D.El.Ed. students
4. Investigate the correlation between quality of life and emotional regulation
5. Provide recommendations for enhancing teacher education programs based on the findings

Hypotheses

Based on the literature review and theoretical framework, the following hypotheses are proposed:

H1: There is a significant positive relationship between emotional regulation and quality of life among D.El.Ed. students.

H0: There is no significant relationship between emotional regulation and quality of life among D.El.Ed. students.

Method

Research Design

A descriptive survey design was adopted for this study. This design was chosen as it allows for the systematic collection of data from a large sample and enables the examination of relationships between variables in their natural setting without manipulation. The study sample consisted of 219 D.El.Ed. students from various teacher training institutes across Tripura.

Instruments

Two self-developed instruments were used for data collection:

1. **Quality of Life Questionnaire:** A self-developed questionnaire was used to measure participants' quality of life. This questionnaire consists of 48 items covering various dimensions including physical health, psychological well-being, social relationships, and environmental factors. Responses are recorded on a 5-point Likert scale ranging from "Strongly Disagree" (1) to "Strongly Agree" (5). The

questionnaire was developed based on existing quality of life theories and validated through expert review and pilot testing.

2. **Emotional Regulation Questionnaire:** A self-developed questionnaire was used to assess emotional regulation abilities. The questionnaire consists of 30 items measuring various aspects of emotional regulation including emotional awareness, emotional acceptance, emotional control, and emotional expression. Items are rated on a 5-point Likert scale. The questionnaire was developed based on existing emotional regulation theories and validated through expert review and pilot testing.

Data Analysis

Data were analyzed using IBM SPSS Statistics version 20 (IBM Corp., 2011). The following statistical procedures were employed:

1. **Reliability Analysis:** Cronbach's alpha coefficient was calculated to assess the internal consistency of both scales.
2. **Validity Analysis:** Item-total correlations were computed to evaluate the validity of individual items.
3. **Descriptive Statistics:** Means, standard deviations, and ranges were calculated for both variables.
4. **Correlation Analysis:** Pearson's correlation coefficient was used to examine the relationship between quality of life and emotional regulation.
5. **Statistical Significance:** A significance level of $p < .05$ was adopted for all analyses.

Results

Reliability Analysis

The reliability analysis revealed excellent internal consistency for both instruments. The Quality of Life Scale demonstrated a Cronbach's alpha of .963 (Table 1), while the Emotional Regulation Scale showed a Cronbach's alpha of .943 (Table 2). These values exceed the recommended threshold of .70, indicating high reliability of both instruments for the study population.

Table 1. Quality of Life Scale Reliability

Statistic	Value
Cronbach's Alpha	.963
Number of Items	48

Table 2. Emotional Regulation Scale Reliability

Statistic	Value
Cronbach's Alpha	.943
Number of Items	30

Validity Analysis

The validity of both scales was assessed through item-total correlations. For the Quality of Life Scale (Table 3), all 48 items showed significant positive correlations with the total score, ranging from $r = .439$ to $r = .701$ (all $p < .01$). Similarly, all 30 items of the Emotional Regulation Scale (Table 4) demonstrated significant positive correlations with the total score, ranging from $r = .444$ to $r = .724$ (all $p < .01$). These results confirm the validity of both instruments for measuring the intended constructs.

Table 3. Validity of Quality of Life Scale: Item-Total Correlations

Item	r	Item	r	Item	r	Item	r	Item	r	Item	r
QOL 1	.502**	QOL 9	.599**	QOL 17	.626**	QOL 25	.608**	QOL 33	.631**	QOL 41	.574**
QOL 2	.629**	QOL 10	.559**	QOL 18	.527**	QOL 26	.633**	QOL 34	.657**	QOL 42	.499**
QOL 3	.594**	QOL 11	.564**	QOL 19	.558**	QOL 27	.471**	QOL 35	.652**	QOL 43	.560**
QOL 4	.668**	QOL 12	.634**	QOL 20	.645**	QOL 28	.583**	QOL 36	.701**	QOL 44	.590**
QOL 5	.618**	QOL 13	.593**	QOL 21	.631**	QOL 29	.647**	QOL 37	.611**	QOL 45	.615**
QOL 6	.631**	QOL 14	.685**	QOL 22	.439**	QOL 30	.626**	QOL 38	.646**	QOL 46	.662**
QOL 7	.674**	QOL 15	.534**	QOL 23	.666**	QOL 31	.683**	QOL 39	.533**	QOL 47	.658**
QOL 8	.631**	QOL 16	.701**	QOL 24	.597**	QOL 32	.574**	QOL 40	.539**	QOL 48	.563**

Note: ** $p < .01$ (2-tailed); QOL = Quality of Life

Table 4. Validity of Emotional Regulation Scale: Item-Total Correlations

Item	r	Item	r	Item	r	Item	r	Item	r	Item	r
ER1	.617**	ER6	.642**	ER11	.444**	ER16	.479**	ER21	.598**	ER26	.642**
ER2	.591**	ER7	.529**	ER12	.659**	ER17	.584**	ER22	.654**	ER27	.676**
ER3	.682**	ER8	.567**	ER13	.619**	ER18	.657**	ER23	.678**	ER28	.544**
ER4	.549**	ER9	.668**	ER14	.632**	ER19	.637**	ER24	.663**	ER29	.549**
ER5	.700**	ER10	.629**	ER15	.632**	ER20	.702**	ER25	.724**	ER30	.563**

Note: ** $p < .01$ (2-tailed); ER = Emotional Regulation

Correlation Analysis

The primary analysis examining the relationship between quality of life and emotional regulation revealed a significant positive correlation ($r = .477$, $p < .001$), as shown in Table 5. This moderate positive correlation indicates that D.El.Ed. students with higher emotional regulation abilities tend to report better quality of life.

Table 5. Correlation between Emotional Regulation and Quality of Life

Variables	ER Score	QOL Score
ER Score	1	.477**
QOL Score	.477**	1

Note: ** $p < .01$ (2-tailed); ER = Emotional Regulation; QOL = Quality of Life

Discussion

The findings of this study provide important insights into the relationship between emotional regulation and quality of life among D.El.Ed. students in Tripura. The significant positive correlation ($r = .477$) supports the hypothesis that emotional regulation abilities are associated with quality of life in this population. This finding is consistent with previous research in other populations that has demonstrated the importance of emotional regulation for psychological well-being and life satisfaction.

Theoretical Implications

The moderate strength of the correlation suggests that while emotional regulation is an important factor in quality of life, it is not the sole determinant. This aligns with theoretical models that conceptualize quality of life as a multifaceted construct influenced by various personal, social, and environmental factors. The relationship may be bidirectional, with better quality of life potentially facilitating improved emotional regulation, creating a positive feedback loop.

The high reliability coefficients obtained for both self-developed instruments ($\alpha > .94$) indicate that these measures are appropriate for use with D.El.Ed. students in the Indian context. This is particularly noteworthy given the cultural and linguistic diversity of Tripura, suggesting that the constructs of emotional regulation and quality of life have universal relevance in teacher education. The robust psychometric properties of these self-developed tools demonstrate the feasibility of creating contextually relevant instruments for measuring psychological constructs in diverse educational settings.

Psychometric Properties

The validity analysis revealed strong item-total correlations for both self-developed scales. For the Quality of Life Questionnaire, item-total correlations ranged from .439 to .701, with items 16 and 36 showing the highest correlations (.701). This suggests that these items are particularly representative of the overall quality of life construct. The lowest correlation was observed for item 22 (.439), though it still exceeded the acceptable threshold of .30, indicating adequate item validity.

Similarly, the Emotional Regulation Questionnaire demonstrated robust item-total correlations ranging from .444 to .724. Item 25 showed the highest correlation (.724), suggesting it captures a core aspect of emotional regulation. The consistency of correlations across items (most falling between .55 and .70) indicates good construct homogeneity while maintaining sufficient item diversity.

These psychometric findings support the use of both self-developed instruments in the Indian context and specifically with teacher education students. The strong validity coefficients suggest that the items effectively measure their intended constructs despite potential cultural and linguistic variations in the study population. The development of these contextually relevant instruments represents an important contribution to educational research in the region.

Practical Implications

These findings have several important implications for teacher education programs:

1. **Curriculum Integration:** Teacher education programs should consider incorporating explicit training in emotional regulation strategies. This could include mindfulness practices, cognitive reappraisal techniques, and stress management skills.
2. **Support Services:** Institutions should provide counseling and support services to help students develop emotional regulation skills and address quality of life concerns.

3. **Holistic Assessment:** Teacher preparation programs should assess not only academic competencies but also emotional and psychological readiness for the teaching profession.
4. **Professional Development:** Pre-service teachers should be equipped with self-care strategies and emotional regulation techniques that they can continue to use throughout their teaching careers.

Contextual Considerations

The study's focus on Tripura adds valuable insights to the literature, as this region faces unique challenges including:

- Geographic isolation affecting access to resources and professional development opportunities
- Cultural diversity requiring teachers to navigate multiple linguistic and cultural contexts
- Socioeconomic factors that may impact both student teachers' quality of life and their future students' educational experiences

Understanding these contextual factors is crucial for developing targeted interventions that address the specific needs of teacher trainees in this region.

Limitations and Future Directions

While this study provides valuable insights, several limitations should be acknowledged:

1. **Cross-sectional Design:** The correlational nature of the study prevents causal inferences. Longitudinal research is needed to establish the directional relationship between emotional regulation and quality of life.
2. **Self-Report Measures:** The reliance on self-developed, self-report questionnaires may introduce response biases. While the instruments demonstrated strong psychometric properties, future studies could incorporate behavioral measures or observer ratings, and consider using established standardized scales for comparison.
3. **Sample Specificity:** The study focused exclusively on D.El.Ed. students in Tripura. Comparative studies with other teacher education programs and regions would enhance generalizability.
4. **Mechanism Exploration:** Future research should explore the mechanisms through which emotional regulation influences quality of life, such as stress reduction, social relationship quality, or academic performance.

Conclusion

This study demonstrates a significant positive relationship between emotional regulation and quality of life among D.El.Ed. students in Tripura. The development and validation of contextually relevant instruments for measuring these constructs represents an important methodological contribution to educational research in the region. The findings underscore the importance of addressing emotional well-being in teacher education programs. As these students prepare to enter classrooms where they will shape young minds, their own emotional regulation abilities and quality of life become crucial factors in their professional effectiveness and sustainability.

Teacher education institutions should recognize that preparing effective teachers goes beyond academic knowledge and pedagogical skills. By fostering emotional regulation abilities and supporting overall quality of life, these programs can produce teachers who are not only competent but also resilient, satisfied, and capable of creating positive learning environments for their future students.

The moderate correlation found in this study suggests that while emotional regulation is important, a comprehensive approach addressing multiple factors affecting quality of life is necessary. This might include financial support, community building, mentorship programs, and stress reduction initiatives.

As India continues to focus on improving educational outcomes, particularly in underserved regions like Tripura, investing in the emotional well-being of teacher trainees becomes a strategic priority. Teachers who can effectively regulate their emotions and maintain a good quality of life are more likely to remain in the profession, demonstrate greater job satisfaction, and positively impact their students' academic and emotional development.

Future research should explore interventions designed to enhance emotional regulation among teacher trainees and examine their long-term effects on teaching effectiveness and career sustainability. Additionally, culturally sensitive approaches to emotional regulation training that respect the diverse backgrounds of students in regions like Tripura should be developed and evaluated. Comparative studies using both self-developed and internationally standardized instruments could further validate the findings and enhance cross-cultural comparability.

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