

## **“Role of Emotional Intelligence in Students’ Life Satisfaction”**

**Sailee Ganesh Lokre**

(BBA-Amity University, MA in Clinical Psychology -Singhania University)

Email - saileelokre174@gmail.com

### **Abstract**

The present study focused on the Emotional Intelligence and Life Satisfaction of young adult college students between the ages of 18-25 years. A quantitative correlational research design was used. Convenience sampling technique was used for the study of 53 college students from Bhopal. The Brief Emotional Intelligence Scale (BEIS-10) and Satisfaction With Life Scale (SWLS) were administered via an online Google Form to gather data. The statistical analysis was performed by descriptive statistics, tests of normality and Spearman's rank correlation. The results showed that the data were in non-normal distribution. Emotional intelligence was found to be significantly positively correlated with life satisfaction ( $\rho = .342$ ,  $p = .012$ ) which indicated that emotional intelligence was positively related with college students' life satisfaction. The results highlight the importance of emotional intelligence in promoting psychological well-being, emotional regulation, and adaptive functioning among young adults. The study highlights the importance of implementing emotional skills training and counseling programs in schools to improve students' well-being and life satisfaction.

**Keywords:** Emotional intelligence, life satisfaction, college students, young adults, psychological well-being, emotional regulation, correlational study

### **I. Introduction**

Over the past few decades, the field of psychology has moved from a focus on pathology to a focus on psychological strengths and well-being. This shift, spearheaded by, focuses on factors that promote individual flourishing and well-being (Seligman & Csikszentmihalyi, 2000). Two such factors, (EI) and have become important components of psychological well-being, especially for college students.

College students are a group in transition, which is marked by identity development, autonomy, academic challenges, and changes in social relations (Arnett, 2000). These transitions can leave students vulnerable to stress and anxiety, and require factors that enhance psychological well-being. One such resource is emotional intelligence, which has been shown to improve people's

capacity to cope with difficulties and promote their overall well-being (Brackett et al., 2011; Mayer et al., 2008).

### **Emotional Intelligence**

Emotional intelligence was first coined by and as the ability to perceive, understand, manage and regulate emotions in oneself and others (Salovey & Mayer, 1990). They view EI as a set of cognitive-emotional skills to promote adaptive functioning.

Building on this, (1995) broadened the notion of EI to include personality traits and social skills, and popularised EI in educational and organisational contexts. Goleman (1998) defined emotional intelligence as having five components: self-awareness, self-regulation, motivation, empathy, and social skills.

Self-awareness is the recognition of emotions and their effects on behaviour, and self-regulation is the regulation of emotions (Gross, 1998). Motivation involves having a drive to achieve one's goals, and empathy involves understanding others' feelings (Davis, 1983). Social skills include communication, conflict management, and relationship skills (Bar-On, 1997).

Studies indicate that emotional intelligence is not synonymous with cognitive intelligence (IQ) and makes a unique contribution to mental health and effectiveness in interpersonal relationships (Mayer et al., 2004; Petrides et al., 2007). High EI is associated with effective stress management, coping and mental health (Schutte et al., 2002).

### **Models of Emotional Intelligence**

There are three prominent models of emotional intelligence. The ability model by Salovey and Mayer (1997) defines EI as a cognitive ability to perceive, facilitate, understand and regulate emotions. This model is typically assessed using ability tests.

The mixed model theorised by Goleman (1995, 1998), on the other hand, combines emotional abilities with traits and competencies. This is a popular model for practitioner use.

The trait model (Petrides and Furnham, 2001) defines EI as a set of self-perceived emotional abilities that are part of personality. This approach operationalises EI as emotional self-efficacy and involves self-report assessments.

These models together underline the multidimensionality of emotional intelligence and its role in other life domains such as education, well-being and social interactions (Mikolajczak et al., 2009).

Life satisfaction is a cognitive aspect of and involves a person's assessment of their quality of life (Diener et al., 1985). (1984) conceives of life satisfaction as a subjective evaluation based on individual criteria and standards.

Life satisfaction is a cognitive evaluation of life, as opposed to an affective component of well-being like happiness or mood (Pavot & Diener, 1993). It's a function of various factors such as personal accomplishments, interpersonal connections, financial security, and psychological resources (Diener et al., 1999).

For university students, life satisfaction is influenced by educational experiences, peer interactions, family pressures, and career aspirations (Suldo et al., 2006). Life satisfaction is linked to improved mental health, motivation, and academic achievement (Gilman & Huebner, 2003).

### **Theoretical Framework**

This study draws upon a variety of theoretical ideas such as positive psychology, emotional regulation and cognitive appraisal. Seligman's positive psychology focuses on well-being (Seligman, 2011). Well-being is defined by five elements in the PERMA model: positive emotions, engagement, relationships, meaning and accomplishment. Emotional intelligence plays a vital role in these elements, especially in emotional regulation and relationships (Butler & Kern, 2016).

According to the emotional regulation theory, people with greater EI can regulate their emotions more effectively, resulting in better psychological well-being (Gross, 1998). Emotional regulation helps manage stress, which in turn increases life satisfaction (John & Gross, 2004). Moreover, according to the cognitive appraisal theory (1991), people's perceptions of events affect their emotional responses. Emotional intelligence influences appraisals and, therefore, life satisfaction.

### **Emotional Intelligence in College Students**

Higher education is a transformative time in life, as students navigate academic, social and professional contexts. Students' emotional intelligence is an important factor in managing these challenges.

Those with high EI are more likely to cope with stress, have positive social interactions, and be resilient (Brackett & Mayer, 2003). They are also more likely to cope with academic stress and make effective decisions (Qualter et al., 2009).

Conversely, those with low EI experience inadequate emotional regulation, stress and relationship issues (Extremera & Fernández-Berrocal, 2006). So, EI plays a vital role in the academic and well-being of college students.

### **Life Satisfaction in College Students**

Well-being in college is reflected in life satisfaction. These years are associated with major life transitions, such as identity formation and independence (Arnett, 2000).

Academic performance, social support, economic factors, and family expectations are factors that affect students' life satisfaction (Huebner et al., 2000). Those with greater life satisfaction have better psychological well-being and are more engaged in academic learning activities (Suldo & Huebner, 2006).

In contrast, students with low life satisfaction experience higher levels of stress, anxiety and depression (Park, 2004). So, it's important for us to identify factors that promote life satisfaction in order to improve student well-being.

### **The Link between Emotional Intelligence and Life Satisfaction**

A link between emotional intelligence and life satisfaction has been well established in psychological studies. EI has both direct and indirect effects on life satisfaction.

Directly, people with high EI can effectively regulate their emotions and maintain emotional balance, leading to high life satisfaction (Schutte et al., 2002). Indirectly, EI improves coping mechanisms, social support and self-esteem, leading to well-being (Zeidner et al., 2012).

High emotional intelligence has been shown to lead to the experience of more positive emotions, fulfilling relationships, and coping strategies, which in turn lead to greater life satisfaction (Ciarrochi et al., 2000).

## **II. Research Gap**

Although there is a wealth of research on emotional intelligence and life satisfaction, there are some research gaps. Numerous studies have been from the West, and may not apply to the Indian population. Furthermore, there is a need for recent studies on college students in urban areas, where there are high academic and social demands.

The current study will focus on the association between level of emotional intelligence and life satisfaction in college students. Insight into this relationship can help inform strategies to increase student well-being.

### **III. Objectives of the Study**

1. To measure emotional intelligence in college students.
2. To assess life satisfaction of college students.
3. To understand the association between life satisfaction and emotional intelligence.

### **IV. Hypothesis**

H<sub>1</sub>: Emotional intelligence is positively and significantly related to life satisfaction among college students.

### **Operational Definitions**

- **Emotional Intelligence:** The capacity to perceive, understand, manage and regulate emotions.
- **Life Satisfaction:** Cognitive judgement of the quality of life.
- **College Students:** A person between the ages of 18-25 studying at a university.

## **V. LITERATURE REVIEW**

### **5.1 Introduction**

The variables of (EI) and have gained prominence in the psychological literature for their relationship with well-being and adjusting to life. Emotional intelligence refers to the perception and regulation of emotions whereas life satisfaction is a cognitive judgement of one's life (Diener et al., 1985). This chapter examines empirical and theoretical research on emotional intelligence, life satisfaction, and their relationship in college students.

## **5.2 Empirical Evidence of Emotional Intelligence**

The first studies, published by Salovey and Sluyter (1990), defined emotional intelligence as a set of skills related to emotional perception, understanding, and regulation. Follow-up research showed that people with greater EI are better off psychologically and, in their relationships, (Mayer et al., 2004).

Emotional intelligence has been shown to be positively related to psychological health. For example, Schutte et al. (2002) performed a meta-analysis and showed that EI is positively associated with well-being, optimism and negatively associated with depression. Likewise, Extremera and Fernández-Berrocal (2006) found that people with high emotional intelligence perceive less stress and have greater emotional clarity.

For students, Brackett and Mayer (2003) reported that students with higher emotional intelligence have more positive social interactions and fewer maladaptive behaviours. Further, Qualter et al. (2009) showed that emotionally intelligent students are more likely to be academically resilient and use effective coping strategies.

Trait emotional intelligence is also related to personality and self-perceptions. Petrides et al. (2007) demonstrated that trait EI is highly correlated with self-esteem, emotional stability and life satisfaction. This indicates that emotional intelligence is an important factor in people's emotional and social lives.

## **5.3 Life Satisfaction: Empirical Evidence**

Life satisfaction, as defined by Diener (1984), is an important aspect of subjective well-being. It is a person's assessment of the quality of their life. Numerous studies have demonstrated that life satisfaction is affected by both personal and contextual factors such as personality, social connections and living environment (Diener et al., 1999).

Life satisfaction is associated with academic performance and well-being among students. Gilman and Huebner (2003) reported that students with higher life satisfaction engage more in

academic life and have lower levels of emotional distress. And Suldo and Huebner (2006) found that life satisfaction is positively related to school satisfaction and social support.

In addition, life satisfaction is negatively associated with stress and psychopathology. Park (2004) reported that youth with high life satisfaction are less anxious and depressed. In addition, Huebner et al. (2000) highlighted the importance of supportive relationships and environments for increasing life satisfaction for adolescents.

#### **5.4 The Link between Emotional Intelligence and Life Satisfaction**

Several studies have investigated the link between emotional intelligence and life satisfaction. Research shows a positive relationship between the two variables.

Schutte et al. (2002) reported that people with greater emotional intelligence have greater life satisfaction and happiness. Ciarrochi et al. (2000) also found that emotional intelligence is associated with improved stress management, leading to higher life satisfaction.

Brackett et al. (2011) noted that emotional intelligence affects well-being via better interpersonal relations and emotional regulation. People with greater EI tend to have better relationships, which contribute to life satisfaction.

Zeidner et al. (2012) also highlighted the indirect influence of emotional intelligence on life satisfaction through other factors such as coping and social support. This highlights that emotional intelligence not only directly increases life satisfaction but also affects other psychological mechanisms that in turn impact life satisfaction.

#### **5.5 Emotional Intelligence in Education**

Within the academic context, emotional intelligence has been shown to be an important predictor of academic success and well-being. According to Mayer et al. (2008), students with high EI are more effective in coping with academic stressors and staying motivated.

Parker et al. (2004) showed that emotional intelligence is a predictor of academic success in university students. These students were more engaged, managed their time well and had lower attrition rates.

Emotional intelligence is also associated with positive classroom behavior and peer relations (Brackett et al., 2011). These aspects create a positive learning environment and improve student well-being.

### **5.6 Emotional Intelligence and Mental Health**

Emotional intelligence is important for mental health and well-being. People with high EI can regulate their emotions, which protects against anxiety and depression (Gross, 1998).

Extremera and Fernández-Berrocal (2006) reported that emotional intelligence is negatively related to perceived stress and positively related to psychological adjustment. Likewise, Martins et al. (2010) found emotional intelligence to be a predictor of mental health.

These results suggest emotional intelligence plays a role in buffering against psychological distress, leading to greater life satisfaction.

### **5.7 College Students' Life Satisfaction**

The lives of college students offer some distinctive challenges that impact on their life satisfaction, such as academic stressors, peer relationships and vocational concerns (Arnett, 2000). Studies show life satisfaction is affected by individual and contextual factors.

Suldo et al. (2006) reported that social support and academic performance are key factors in predicting student life satisfaction. Likewise, Chow (2005) found students with positive interpersonal relationships and self-perceptions have greater life satisfaction.

Academic stress and financial worry have also been found to impact life satisfaction (Robotham & Julian, 2006). Those who perceive a high level of stress are more likely to be dissatisfied with their lives.

### **5.8 Mediating and Moderating Variables**

A number of studies have examined potential mediating or moderating variables of the relationship between emotional intelligence and life satisfaction. One such variable is self-esteem, which is boosted by high EI and in turn enhances life satisfaction (Mikolajczak et al., 2009).

Social support is another important mediator. EI contributes to the development of supportive relationships, which in turn increase life satisfaction (Ciarrochi et al., 2000).

Moderating factors also include gender and culture. There is evidence females score higher on emotional intelligence, while males may have higher life satisfaction in some instances (Petrides & Furnham, 2001). Cultural variations also impact on the expressions and appraisal of emotions, which, in turn, influence EI and life satisfaction levels.

### **5.9 Indian Studies**

In India, there are emerging studies on EI and life satisfaction. Research has demonstrated that emotional intelligence is positively related to academic achievement and well-being of Indian students. For example, research with Indian university students shows a strong prediction of stress management and life satisfaction by emotional intelligence. Further, cultural influences like family expectations and societal norms are important in determining well-being. But there needs to be more empirical studies with a wide range of students from different parts of the country.

While a great deal of research has explored the positive link between emotional intelligence and life satisfaction, there are some limitations. Research has primarily been done in Western cultures and may not be relevant to India. There is also a dearth of recent studies on college students in urban areas. Moreover, few studies have reported the interaction of emotional intelligence and other factors on life satisfaction.

### **5.11 Summary**

The reviewed literature suggests emotional intelligence plays a crucial role in predicting life satisfaction and well-being. People with higher emotional intelligence have greater emotional management skills, stress regulation skills, and positive relationships, leading to greater life satisfaction. Yet, a lack of research indicates a need for more studies, especially in India, to further understand these relationships among college students.

## **VI. RESEARCH METHODOLOGY**

### **6.1 Introduction**

This chapter discusses the methodology used to investigate the association between and among college students in young adulthood. It includes the research design, variables, population, sampling, instruments, and procedure for data collection, and statistical analysis. The methodology has been developed to ensure the scientific credibility, dependability and validity of the results.

### **6.2 Purpose of the Study**

To explore the association between emotional intelligence and life satisfaction among young adult college students (18-25 years of age).

This study uses a quantitative, non-experimental correlational research design. This type of design is suitable when seeking to understand the association between two or more variables without any experimental intervention (Creswell, 2014).

In this research, emotional intelligence and life satisfaction are assessed as naturally occurring variables, and their statistical relationship is examined. This type of design does not involve any manipulation of variables, and is appropriate for examining the strength and direction of the relationship between variables.

This enables the researcher to:

- Establish whether there is an association between the variables
- Deduce the strength and nature of the relationship
- Provide information that may be used by future experimental or intervention research

#### **6.4 Variables of the Study**

The study variables are:

**Variable A** (Independent Variable): Emotional Intelligence

**Variable B** (Dependent Variable): Life Satisfaction

Emotional intelligence is regarded as a predictor variable as it is likely to affect life satisfaction. Life satisfaction is considered the outcome variable that reflects well-being.

### **6.5 Target Population**

The target population is young adult college students (18-25 years). This period of life is a significant transition phase, referred to as emerging adulthood, which involves identity and emotional development, and greater autonomy (Arnett, 2000).

This group of college students is of particular interest to the study as they face academic stressors, social changes, and career uncertainty, which could impact their emotional intelligence and life satisfaction.

### **6.6 Area of the Study**

The research will be undertaken in colleges situated in Bhopal, Madhya Pradesh. The choice of the geographical location is made for convenience. Bhopal is an educational city with a variety of student groups suitable for gathering data relevant to the study.

### **6.7 Sample and Sampling Technique**

**6.7.1 Sample Size:** For the study, a sample of about 53 college students will be recruited. This will provide a reasonable sample for correlation analysis, which will allow for meaningful statistical interpretation.

**6.7.2 Sampling Technique:** Convenience sampling, a type of non-probability sampling technique where participants are chosen based on their accessibility, will be used in this study.

This method is chosen due to:

- Ease of access to participants
- Time and resource constraints
- Appropriate for exploratory and correlational studies
- Nonetheless, it is recognised that convenience sampling might affect the generalisability of the results.

### **Inclusion Criteria**

- Students between 18-25 years of age
- Studying in a college in Bhopal
- Willing to participate voluntarily

### **Exclusion Criteria**

People younger than 18 or older than 25 years

- Non-college individuals
- Incomplete questionnaire

## **6.9 Data Collection Instrument**

The research uses psychological scales for assessing emotional intelligence and life satisfaction.

### **6.9.1 Brief Emotional Intelligence Scale (BEIS-10)**

The Brief Emotional Intelligence Scale (BEIS-10) by Davies et al. (2010) is a 10-item questionnaire measuring adults' emotional intelligence. It is a brief adaptation of Schutte et al.'s (1998) Emotional Intelligence Scale.

It assesses various aspects of emotional intelligence, such as emotional perception, understanding and regulation.

**Scoring and Interpretation:** The items are scored on a Likert scale

- The range of total scores is 10-50
- Scores range from low to high emotional intelligence
- Subscale scores can be obtained from the scale, which reflect various dimensions of emotional functioning.

### **Reliability and Validity**

The BEIS-10 has satisfactory reliability (Cronbach's alpha between 0.70 and 0.80). It also has good construct validity, as it is significantly correlated to other measures of emotional intelligence, and demonstrates the expected associations with measures of personality.

### **6.9.2 Satisfaction with Life Scale (SWLS)**

The Satisfaction with Life Scale (SWLS), created by et al. (1985), is a popular measure of life satisfaction.

It includes 5 items that are rated using a 7-point Likert scale (1-7) from "strongly disagree" to "strongly agree".

### **Scoring and Interpretation**

- The possible range of total scores is 5-35
- Higher scores reflect a higher level of life satisfaction

Interpretation categories include:

- 31–35: Extremely satisfied
- 26–30: Satisfied

- 21–25: Slightly satisfied
- 20: Neutral
- Below 20: Dissatisfied

### **Reliability and Validity**

The SWLS is highly reliable with high internal consistency (Cronbach's alpha = 0.82-0.90) and test-retest reliability. It is also highly valid with respect to the construct, convergent, and discriminant validity across various populations (Diener et al., 1985).

### **6.10 Data Collection Procedure**

The method of data collection will be online survey using Google Forms.

The procedure includes the following steps:

The survey will be developed in Google Forms, which will include:

- Informed consent
- Demographic details
- BEIS-10 scale
- SWLS scale

The form will be shared with college students of India through:

- WhatsApp
- Social media platforms
- Academic group

Participants will be informed about: **The purpose of the study**

- Voluntary participation
- Confidentiality of responses
- The questionnaire will only be completed by those who consent to take part
- Data will be securely gathered and used for analysis.

### **6.11 Ethical Considerations**

This study will comply with ethical standards in psychology:

- Participation will be voluntary
- Informed consent will be obtained
- Anonymity and confidentiality will be upheld
- The right to withdraw at any time
- Data will only be used for research

### **6.12 Statistical Analysis**

Data analysis will be conducted using statistical packages (e.g. SPSS).

The following statistical techniques will be used:

#### **Descriptive Statistics**

- Mean
- Standard deviation

#### **Inferential Statistics**

A Pearson Product-Moment Correlation will be used to explore the relationship between emotional intelligence and life satisfaction

The significance level will be  $p < .05$ .

**6.14 Contributions of the study:** The results of the study will have practical and theoretical implications:

- It will increase the understanding of how emotional intelligence impacts life satisfaction of young adults
- It may assist schools to develop programs for enhancing emotional skills
- It can help counsellors create programs for enhancing student well-being
- It may raise students' awareness about the importance of emotional intelligence

### **6.15 Summary**

This chapter outlined the approach taken to explore the relationship between emotional intelligence and life satisfaction of university students. This study used quantitative correlational research design, and data were collected through standardised measures. The approach ensures reliability, validity and ethical considerations, and offers a solid basis for interpretation and analysis.

## **VII.DATA ANALYSIS**

### **7. Results and Interpretation:**

#### **7.1 Descriptive Statistics**

The sample consisted of 53 participants aged between 19 and 25 years. The mean age was 21.72 years (SD = 1.59), with both the median and mode at 22 years, indicating that most participants were around this age. The relatively small standard deviation shows low variability in age. The histogram further illustrates that the ages are clustered mainly around 21–22 years, reflecting a fairly symmetric distribution and confirming that the participants were predominantly young adults within a narrow age range.

*Table 1 & 2: Descriptive Statistics for Demographic Variables (Age and Gender)*

#### **Statistics**

Age

N	Valid	53
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Missing	0
Mean	21.72
Median	22.00
Mode	22
Std. Deviation	1.586
Range	6
Minimum	19
Maximum	25

Out of the 53 participants, 29 (54.7%) were female and 24 (45.3%) were male. This indicates a slightly higher representation of females in the sample, though the gender distribution is fairly balanced overall. The near-equal proportions suggest that the findings are not heavily skewed toward one gender. This balanced representation improves the generalizability of the results across both male and female participants.

### **Gender**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	29	54.7	54.7	54.7
	Male	24	45.3	45.3	100.0
	Total	53	100.0	100.0	

Figure 1: Bar-graph of Participant Age

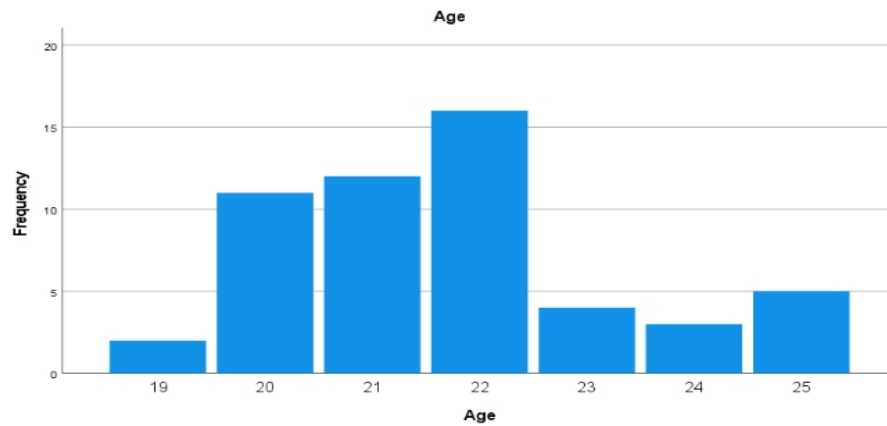
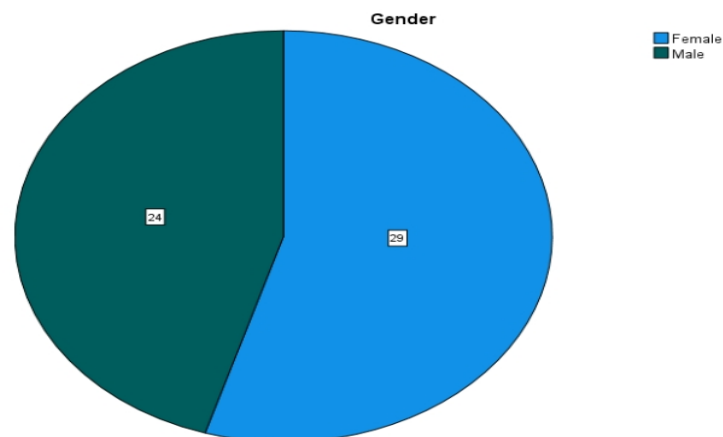


Figure 2: Pie Chart Representing the Distribution of Sex in the Sample

Figure 2: Pie Chart Representing the Distribution of Sex in the Sample



#### 4.2 Test of Normality of total scores of Emotional Intelligence (E<sub>t</sub>) and Life satisfaction (S<sub>t</sub>)

The Shapiro–Wilk test showed significant results for both E<sub>t</sub> (p = .005) and S<sub>t</sub> (p = .009), indicating that the data for both variables are not normally distributed.

Table 3: Test of Normality

##### Tests of Normality

Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
Statisti	df	Sig.	Statisti	df	Sig.
c			c		

E_t	.141	53	.010	.933	53	.005
S_t	.128	53	.029	.938	53	.009

### 4.3 Preliminary Analysis of total scores of Emotional Intelligence (E\_t) and Life satisfactions (S\_t)

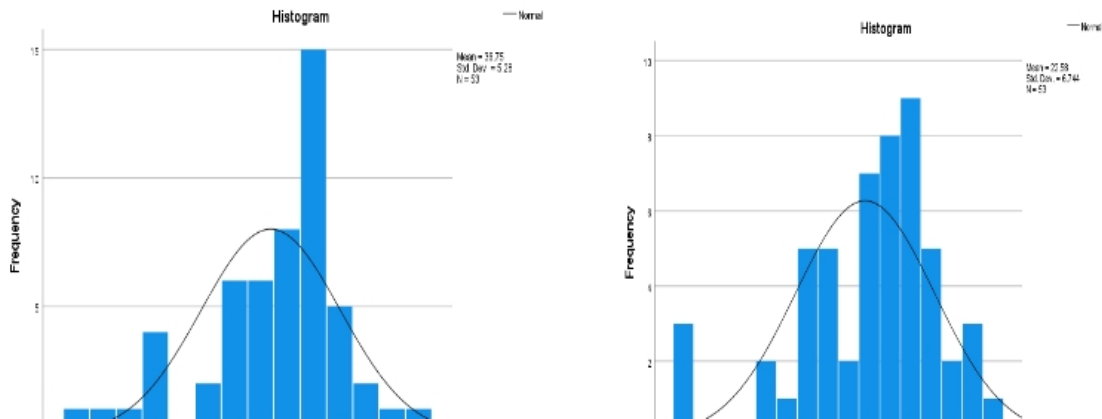
For the 53 participants, the mean score of E\_t was 36.75 (SD = 5.28) with values ranging from 22 to 47, while S\_t had a mean of 22.58 (SD = 6.74) with a wider range from 5 to 34. The variability in S\_t scores was higher compared to E\_t, as reflected in its larger standard deviation and range. The skewness values for both variables were negative (E\_t = -0.890; S\_t = -0.865), indicating a slight left skew in the distribution. Kurtosis values (E\_t = 0.702; S\_t = 0.811) suggest that both distributions are moderately peaked and close to normal in shape.

**Table 4:** Descriptive Statistics for both constructs' Total Scores (including means, medians, standard deviations, ranges)

#### Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
							Statistic	Std. Error	Statistic	Std. Error
E_t	53	25.00	22.00	47.00	36.7547	5.28024	-.8907	.327	.702	.644
S_t	53	29.00	5.00	34.00	22.5849	6.74375	-.8657	.327	.811	.644
Valid N (listwise)	53									

**Figure 3:** The histograms of E\_t and S\_t (total scores of both constructs)



#### 4.4 Examination of Correlation between Emotional Intelligence and Life satisfaction

Spearman’s rank correlation was conducted to examine the relationship between E\_t and S\_t among 53 participants. The analysis revealed a positive correlation between the two variables ( $\rho = .342$ ). This indicates that as E\_t scores increase, S\_t scores also tend to increase. The correlation was statistically significant at the 0.05 level ( $p = .012$ ). The strength of the relationship can be considered moderate. Since the data were not normally distributed, Spearman’s rho was an appropriate measure of association. The findings suggest a meaningful monotonic relationship between E\_t and S\_t. Overall, the results show that the two variables are significantly related in a positive direction.

**Table 5:** Pearson Correlation Matrix Between E\_t and S\_t

Correlations			E_t	S_t
Spearman's rho	E_t	Correlation Coefficient	--	
		Sig. (2-tailed)	.	
		N	53	
	S_t	Correlation Coefficient	.342*	--
		Sig. (2-tailed)	.012	.
		N	53	53

\*. Correlation is significant at the 0.05 level (2-tailed).

## **VIII.DISCUSSION & CONCLUSION**

### **8.1 Introduction**

The current research was designed to investigate the association between and among young adult college students aged 18-25 years. The quantitative correlational design was used to collect data which consisted of 53 participants using standardized measures. Chapter provides the discussion of the results with the reference to the existing literature, interprets the findings, and highlights the implications, limitations, and future research directions.

### **8.2 Discussion of Findings**

#### **8.2.1 Demographic Characteristics**

The sample comprised 53 college students with a mean age of 21.72 years ( $SD = 1.59$ ), which implies that the majority of the sample was in their early adulthood. The age distribution was not very heterogeneous as indicated by low standard deviation. The balance of gender was relatively even with 54.7 per cent of females and 45.3 per cent males. This nearly equal representation indicates that the results are not considerably biased in favor of a certain gender and can be reasonably generalized between male and female college students.

#### **8.2.2 The level of emotional intelligence and levels of life Satisfaction.**

According to the descriptive statistics, the participants had a medium level of emotional intelligence ( $M = 36.75$ ,  $SD = 5.28$ ) and life satisfaction ( $M = 22.58$ ,  $SD = 6.74$ ). The SD of life satisfaction scores were more varied than the emotional intelligence, meaning that the participants had more variability in their perceived quality of life than they did in their abilities to be emotionally intelligent.

The skewness values of both variables were slightly negative which indicates that more of the participants scored on the higher side of emotional intelligence and life satisfaction. The values of kurtosis revealed that the distributions were moderately peaked and approximately normal in shape, although the non-normality as indicated by the ShapiroWilk test.

### **8.2.3 Normality of Data**

Shapiro-Wilk test showed that neither the emotional intelligence nor life satisfaction scores were normally distributed ( $p < .05$ ). Consequently, non-parametric statistical analysis was used. It was right to use Spearman rank correlation since the assumption of normality was violated.

### **8.2.4 Relationship between Emotional Intelligence and Life Satisfaction**

The key finding of the research was a statistically significant positive correlation between emotional intelligence and life satisfaction ( $\rho = .342$ ,  $p = .012$ ). This shows that there is a moderate positive relationship meaning that people with a higher emotional intelligence level are likely to report a higher level of life satisfaction.

This result is in support of alternative hypothesis ( $H_1$ ) that emotional intelligence would have a positive relationship with life satisfaction. As a result, the null hypothesis ( $H_0$ ) is not accepted.

These findings are in line with prior studies, which have shown that emotional intelligence leads to improved emotional regulation, improved interpersonal relationships, and effective coping strategies, all of which increase the level of life satisfaction (Schutte et al., 2002; Ciarrochi et al., 2000). The more emotionally intelligent people are, the higher the chances that they will effectively cope with stress and will have a good emotional balance, which predetermines a high level of overall well-being.

Moreover, emotional intelligence helps people to perceive life events more positively and respond to them more positively, which is in line with the cognitive appraisal theory proposed by (1991). This leads to the belief that emotionally intelligent people have a better ability to

evaluate stressful situations in such a way that this negative emotional effect is as minimal as possible.

The results are also consistent with the postulates of which focus on the significance of emotional competencies in promoting well-being (Seligman, 2011). EI is a contributor of positive emotions, significant relationships, and life satisfaction.

### **8.3 Conclusion**

The current research has found that emotional intelligence has a significant and positive relationship with life satisfaction among college students. More emotionally intelligent students are more likely to be satisfied with their lives, which explains the relevance of emotional competencies to well-being promotion.

Findings underscore the fact that emotional intelligence is not just an abstract psychological phenomenon but a practical skill that is of utmost importance in daily operations. Through emotional awareness, regulation, and interpersonal skills, one can enhance his or her overall quality of life.

### **8.4 Study implication.**

The study results have a number of significant implications:

#### **8.4.1 Educational Implications**

Emotional intelligence training programs can be included in the curriculum of educational institutions. Emotional awareness, stress management, and interpersonal skills workshops can be used to assist students in developing their emotional competencies and increasing life satisfaction.

## **8.4.2 Counselling and Mental Health**

Emotional intelligence can serve as a framework of interventions that can be used by counselors and mental health professionals. Emotional intelligence could be enhanced to help the students deal with the stress, lessen anxiety and enhance the psychological well-being.

## **8.4.3 Personal Development**

The paper has identified the significance of emotional intelligence in daily life. Learners can use the need to develop emotional skills to handle relationships, make more effective decisions, and find personal fulfilment.

## **8.4.4 Policy Implications**

To enhance the holistic development of the population, educational policy-makers can focus on the inclusion of life skills and emotional learning programs in higher education.

## **8.5 Study Limitations**

Regardless of its contributions, the study has some limitations:

**Small Sample Size:** The sample size of the study is relatively small (53 participants), which can limit the generalizability of the results.

**Convenience Sampling:** Convenience sampling can also be a source of sampling bias, with the sample being selected based on convenience.

**Self-Report Measures:** Self-report instruments were used to collect the data which can be biased by response bias and social desirability effects.

**Cross-Sectional Design:** The research adopted a cross-sectional research design which restricts the possibility of developing a causal relationship between variables.

**Geographical Limitation:** The researchers were also confined to the colleges within Bhopal which might limit the extrapolation of the results elsewhere.

## **8.6 Suggestions for Future Research**

Future research could overcome the limitations and broaden the scope of research in the following ways:

- **Increase Sample Size:** Carry out research using bigger and more varied samples to increase the generalizability.
- **Use Random Sampling:** Use probability sampling methods to lessen bias.
- **Longitudinal Studies:** Carry out longitudinal study to investigate causal association between emotional intelligence and life satisfaction.
- **Include Additional Variables:** Explore mediating and moderating variables such as self-esteem, stress, and social support.
- **Cross-Cultural Studies:** Compare results in various cultural and geographical conditions.
- **Intervention-Based Research:** Determine how effective the emotional intelligence training programs are in enhancing life satisfaction.

## **8.7 Summary**

The results of the study were discussed and it was established that there is a positive relationship between emotional intelligence and life satisfaction among college students. The findings not only are consistent with the literature but also emphasize a role of emotional competencies in promoting well-being. The work gives important implications to the teachers, counsellors and researchers as well as giving future research directions.

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