EXAMINING THE RELATIONSHIP BETWEEN SATISFACTION IN LIFE AND EMOTIONAL INTELLIGENCE

Shobha Rani Nagulapilli[1] and Radhika Kota[2]
[1]Research Scholar, [2]Research Scholar
School of Humanities, arts and social sciences, University of technology, Jaipur, Vatika, Rajasthan, 303903 np.shobha@gmail.com, Radhika.email@gmail.com

Abstract
Background: The life satisfaction refers to an individual's evaluation of their general standard of living. Conversely, emotional intelligence describes to the ability to solve problems on an emotional level. Thus, emotional intelligence is what accounts for individual variations in life satisfaction. As a result, Emotional Intelligence has become a popular subject among researchers and academics. Still, there is a dearth of research on the relationship between life satisfaction and EI in India. Thus, the main goal of the research is to determine how life satisfaction and emotional intelligence relate to one another.
Methods: The quantitative survey-based approach was utilized for the current study. The participants were selected from a broad populace of Hyderabad. Primary data was collected from those participants who were readily accessible to provide it. So, using a convenience sampling technique, a questionnaire was distributed to 250, out of which only 216 were received and found valid. As a result, the percentage of participants in this research was 86.4%. Simple descriptive statistics, one-way ANOVA, and independent t-test were used.
Results: The results revealed that greater life satisfaction was correlated with a greater level of emotional intelligence. It is discovered that female participants in this research have greater levels of emotional intelligence than do male ones and no correlation found between Life Satisfaction and participant's educational level, age and marital status.
Conclusions: The current study used a self-report assessment to look at the connection between life satisfaction and emotional intelligence, which indicates positive relationship among two. To determine the precise differences between the two metrics, further comparable study using performance-based measurement would be helpful.
Keywords: Emotional Intelligence, Relation, Life Satisfaction, Female

BACKGROUND

The cognitive assessment of an individual regarding the overall quality of life or particular aspects of life is referred to as "life satisfaction" or "satisfaction in life" (SIL). The extent to which an individual evaluates the quality of his or her existence in its entirety in a positive light constitutes life satisfaction. It can also denote an individual's level of satisfaction with their way of existence. Defined by Shin and Johnson(1), life satisfaction pertains to an individual's comprehensive assessment of the standard of living in their own volition.

"Life satisfaction is conceived as the degree to which an individual judges the overall quality of his life-as-a-whole and favorably," states Veenhoven (2).

Life satisfaction is a measure of the general state of being that an individual experiences, which is obtained by comparing their actual accomplishments to their aspirations (3).

Life satisfaction is considered the most all-encompassing personal evaluation of one's living conditions,(4).

Additionally, he astutely notes that life circumstances, aspiration levels, preferences, and comparisons all influence one's level of life satisfaction. According to Beutell (5), a longer lifespan, improved physical and

mental health, and other outcomes that are seen as good in nature are all associated to life satisfaction. According to Martikainen (6), life satisfaction is the mental aspect of subjective well-being. This is in line with the theories of Bradley and Corwyn (7), who claimed that life satisfaction is a function of both the degree to which one's basic needs are satisfied and the degree to which one believes one may achieve a wide range of additional objectives. According to Chow (8), higher life satisfaction levels have the potential to lead to better health in the future and can be detected within three years.

This is especially crucial when discussing individuals from various ethnic backgrounds who may possess distinct values and perspectives regarding what constitutes "the good life." According to Andrews and Withey (9), SWL is (subjective well- being). The other two components are positive and negative impacts. "Satisfaction" pertains to the cognitive and judgmental aspects of SWB, whereas the latter two components concern the affective and emotive aspects (10). Diener, Suh, Lucas, and Smith (11) argued that the various constituents of SWB are highly correlated with one another and, as such, merit independent investigation. Life satisfaction can be defined as an individual's perception of the ideal life in comparison to the actual life that they have(12). Conversely, descending into negative levels of life satisfaction raises the risk of maladaptive life outcomes, including physical or psychological illness(13). Emotions similarly exert a substantial influence on the direction and formation of an individual's personality and behaviour (14).

1.1 Emotional Intelligence

Emotional intelligence refers to an individual's capacity to respond effectively and suitably to an extensive range of emotional stimuli that originate from within oneself and the immediate surroundings (15). No emotion is inherently negative, not even wrath, according to psychological principles. The ability to effectively regulate emotions is essential (16,17).

Emotional Intelligence (EI) was initially introduced by Mayer and Salovey (18), and subsequently gained prominence through the work of Daniel Goleman. "Why it can matter more than IQ(19)" . Subsequently, this subject has garnered considerable interest within the domains of organizational behavior, human resource management, and leadership. Social intelligence, as defined by Thorndike and Gardner's (20,21)concepts of intrapersonal and interpersonal intelligence gave rise to the term EI. Thorndike categorized intelligence into three distinct categories in 1927: concrete intelligence, which is concerned with physical objects and concepts; social intelligence, which is presently known as emotional intelligence; and abstract intelligence, which is associated with verbal concepts.

1.2 Satisfaction in Life and Emotional intelligence

Over an extended period, EQ and LS have been linked to human values including interpersonal quality, leadership, creativity, persuasive presentation, psychotherapy, and professional and personal success (19,22–24). This variation significantly impacts individuals' levels of satisfaction. While EQ is indirectly associated with satisfaction, its direct influence has not yet been investigated. In their research, Extremera and Fernandez Berrocal (25) found that life satisfaction was substantially and positively correlated with the Trait-Meta Mood Scale subscales of clarity of emotions and mood repair, but not with attention to moods. However, the correlation was insignificant and negative. A positive correlation was observed between emotional intelligence and life satisfaction. (26).

Scholars have demonstrated that EI has a substantial positive impact on life satisfaction. Self-management subdomain 'clarity of emotions' and self-awareness (EI) demonstrate stronger associations with life satisfaction (27). Jain (28) discovered an EI-life satisfaction correlation among women in Mumbai that was moderately positive (r = 0.34). Numerous researchers have reached the consensus that emotional intelligence develops in tandem with age (23,29).

1.3 Objectives of the study

To determine how life satisfaction and emotional intelligence relate to one another.

LITERATURE REVIEW

Palmer, Donaldson, and Stough (27) investigated the connection between life satisfaction and emotional intelligence. 107 participants had their emotional intelligence evaluated using a modified Trait Meta-

Mood Scale. The Satisfaction With Life Scale was used to measure life satisfaction. The only subscales shown to substantially link with life satisfaction were the Difficulty Identifying Feelings sub-scale of the TAS-20 and the clarity subscale of the TMMS, which measures the capacity to recognise and distinguish between moods and emotions. A closer look at the data showed that the Clarity sub-scale was the only one that could explain the remaining variation in life satisfaction that was not explained by positive or negative effects. This result offered more proof that elements of the emotional intelligence construct explained variation in this crucial human value that personality alone was unable to explain.

Valois et al. (30)focused on teenage students and how much their physical exercise habits influenced how satisfied they felt with their lives. According to the study's findings, there was a substantial correlation between life satisfaction and physical inactivity, with those who did not participate in physical exercise reporting lower life satisfaction levels than those who did.

Meta-Mood Scale (TMMS), Extremera and Beriocal (25) examined the relationship between life satisfaction and perceived emotional intelligence (PEI) in Spanish undergraduate university students. In particular, the study looked at the incremental validity and predictive power of the self-report emotional intelligence measure. These results were validated by hierarchical multiple regression analysis, which also showed that clarity explained additional variance in life satisfaction not explained by mood states and personality factors.

Landa et al. (31) looked at how university professors' PEI correlated with their happiness and concluded that emotional clarity, the ability to recognise and cope with negative emotions, and the strength of one's own positive and negative effects were the strongest predictors of life satisfaction. The study's findings confirmed the incremental validity of self-report measures and the ability of emotional intelligence-related constructs to explain variations in life satisfaction apart from personality trait and mood state constructs.

Murphy (32) examined community college students' emotional intelligence and life happiness. 200 random convenience sample Central Florida Community College students completed questions about depression, emotional intelligence, self-esteem, and global life satisfaction. The bivariate correlation between SWL and the known predictor factors (66, self-esteem, depression, and LOC) was size and direction agreeable. SWL was not associated with emotional intelligence or any of the four components in a correlational analysis. Community college students' greater SWL variance was not explained by emotional intelligence or any of its four components, according to regression analysis. The study found that emotional intelligence did not predict SWL in community college students.

Moon and Kyeong (33) compared home-reared and institutionalised children's emotional intelligence, social competence, and school life satisfaction. 584 students in grades4,5, and 6 were used in total for this study, 279 of whom were raised at home and 305 of whom were institutionalised. Statistical analyses, both comparative and descriptive, were performed on the collected data. For both child groups, positive associations were found between social competence, emotional intelligence, and school life satisfaction.

Thingujam (34) reexamined whether, after adjusting for affectivity and five factor personality traits, the emotional intelligence linkage between life satisfaction and collectivism that was seen in the primarily individualistic western cultural context was generalizable in the predominantly eastern collectivistic cultural context of India. The personality, life satisfaction affectivity, and emotional intelligence scales were completed by 300 young adults.

Krishnan (35) examined how children's personalities and genuine pleasure relate to each other and how emotional intelligence functions as a moderating factor in this relationship. Two hundred children in all were chosen at random from Malaysian primary schools to participate in this study. The NEO five factor assessment was used to measure personality, the WLEIS was used to measure emotional intelligence, and 70 AU was used to measure true happiness.

Runcan and IOVU (36) looked at a mediation model for the relationship between satisfaction in life and emotional intelligence. Social support and self-worth were employed as moderators. There were 131 undergrads from Romania among the participants. The Wong Law Emotional Intelligence Scale was used to gather data. The Rosenberg Self-esteem Scale, the Multi-dimensional Scale of Perceived Social Support, and the Satisfaction with Life Scale. Abootstrap analysis revealed that the association between emotional

intelligence and life satisfaction was somewhat mediated by social support and self-esteem.

Kaur and Singh (37) looked into how trainees' life satisfaction was related to their emotional intelligence, social intelligence, and spiritual intelligence. A random sample of 60 Abohar Tehsil (Punjab) teacher candidates participated in the study. For the investigation, the researcher employed standardised instruments. Khera, Ahuja, and Sarabjit Kaur (2002); Chadha, N.K. and Ganesham, U. (2009); Zainuddin, R. and Ahmed, A.; Spiritual Intelligence Test (2010); and Alam and Ramji (2001)'s Life Satisfaction Scale are the sources of the Sevenfold Emotional Intelligence Scale (SFEIS). The study's finding was that, if emotional intelligence and life satisfaction were held constant, social intelligence and spiritual intelligence had a strong relationship. There was a significant change in the association between other measures if spiritual intelligence remained constant.

Aranda, Extremera, and Galan (38) investigated the association between emotional intelligence and well-being measures (happy and life satisfaction). It was also investigated how perceived stress affected the connection between emotional intelligence and wellbeing. A test of emotional intelligence was completed by 264 female students from the School of Health Sciences. Participants completed the Subjective Happiness Scale, the Satisfaction with Life Scale, and the Perceived Stress Scale after a 12-week period. According to the study's findings, emotional intelligence and well-being indicators—particularly happiness and life satisfaction— were mediated by perceived stress. These results pointed to a potential mechanism by which female students pursuing degrees in nursing and related health professions may benefit from higher emotional intelligence by feeling less stressed.

Mirkhan et al. (39) on the prediction of life satisfaction among female teachers in Urmia City, Iran, based on emotional intelligence, happiness, and religious attitude. Diener's Satisfaction with Life Scale, Oxford Happiness, Emotional Intelligence Bar- On Inventory, and Religious Attitude Khodayarifard questionnaire were completed by 262 high school teachers in Urmia. The findings indicated that while there was no association between religious attitude and life satisfaction, there was a positive relationship between emotional intelligence and life satisfaction as well as a positive correlation between happiness and life satisfaction among female teachers.

Hafiz and Chauhan (40), who split each group into high and low emotional intelligence groups. Twenty male and twenty female employers, aged 25 to 50, were selected from the Central University of Jammu and given the Life Satisfaction Scale and the Emotional Intelligence Scale.

Mashinchi (41) looked into how students at Azad University of Lamard's life happiness related to their spiritual and emotional intelligence. A questionnaire measuring life satisfaction, emotional intelligence, and spiritual intelligence was distributed to a sample of 335 Azad University students. The findings indicated that, although they occasionally lacked the necessary relationship with aspects like gender, spiritual and emotional intelligence might be seen as the cornerstones of improving satisfaction in life for all populations, particularly students.

Emotional intelligence's ability to predict life satisfaction was studied by Saricam, Celik, and Coskun (42). 478 pre- school pre-service teachers from Turkey (395 women, 83 males; mean age = 19.3 years) were the participants. The Turkish versions of the Integrative Hope Scale, the Life Satisfaction Scale, and the Schutte Emotional Intelligence Scale Revised were utilised in this study. Correlation and multiple regression analyses were used to look at the association between emotional intelligence, hope, and life satisfaction. According to correlation research, satisfaction in life was found to be positively correlated with both emotional intelligence and hope. The regression analysis revealed that hope and emotional intelligence strongly predicted one other. Forty percent of the variation in life satisfaction was explained by emotional intelligence and hope.

Bedi and Bedi (35) investigated the connection between life satisfaction and employee emotional intelligence in Indian banks, both public and private. To gather information from managers in middle management positions in the Indian banking industry, systematic random selection was used. Regression analysis and correlation were used to examine the hypothesis. The results of the study showed that while emotional intelligence has a substantial influence on life satisfaction in both public and private sector banks, there are differences between the emotional intelligence components. Ain et al. (43) examined the

connection between grit, life satisfaction, and emotional intelligence (as defined by Bar- On). The 12-item Grit scale, the Satisfaction with Life Scale (SWLS), and the Scale of Emotional Intelligence (SEI) are among the measures used to examine the connections between each of the components. Via random sampling, 350 undergraduate students were chosen. Multiple regression, one-way between-group analysis of variance (ANOVA), Independent Sample t-test, and Pearson Product Moment Coefficient of correlation were among the statistical analyses performed. The study finds a weak relationship between life satisfaction and the two dimensions, grit and emotional intelligence. Academic majors and years do not influence emotional intelligence or grit. The difference between grit and emotional intelligence and life satisfaction is 15.6%.

3. Methods

3.1 Study area

The study was conducted in the Secunderabad.

3.2 Study design and sampling

For the current study, Quantitative survey-based approach has been used. By using convenience sampling, primary data was collected with the standard scales of Emotional intelligence and Satisfaction in life through survey. Primary data was collected from those participants who were readily accessible to provide it. One of the things that needs to be decided upon in the sample design is sample size. According to Fowler (44), there is a widespread misperception that a specific percentage of the population needs to be sampled, and that a high sample size is necessary to improve the accuracy of the estimates before generalizing them to the entire population. He maintained that a sample size of 150 would roughly accurately represent a population of 15,000 or 15,000,000,000. Additionally, Fowler showed that there is only a slight gain in precision for larger sample sizes beyond 150 to 200. Precision grew gradually up to that point. As a result, a sample size of 200 responds or more was needed. Therefore, questionnaire was distributed to 250, out of which only 216 were received and found valid. As a result, the percentage of participants in this research was 86.4%.

3.3 Data collection tools and methods

Scale of Emotional Intelligence Schutte et al. developed the Emotional Intelligence Scale (EIS) (45). An individual using this self-report index is asked to rate a number of descriptive statements on a rating scale. In the Schutte Self-Report Inventory, respondents score 33 statements on a scale of 1 (strongly disagree) to 5 (strongly agree). The instrument has three areas, as proposed in Salovey and Mayer's (1990) theory of emotional intelligence: (a) the assessment and expression of emotion [13 items]; (b) the control of emotion [10 items]; and (c) the utilisation of emotion [10 items].

The Satisfaction With Life Scale (SWLS), created in 1985 by Diener et al. (11), was used to measure life satisfaction. A brief 5-item test called the SWLS is used to gauge people's overall cognitive assessments of their level of life satisfaction. In order to comprehend scores on the Satisfaction with Life Scale, it is necessary to classify responses according to varying degrees of satisfaction. Scores between 26 and 30 indicate contentment, whereas scores between 35 and 31 indicate extreme gratification. Individuals who achieve scores ranging from 21 to 25 are classified as only marginally content, whereas a score of 20 signifies an impartial stance. Individuals who obtained scores ranging from 15 to 19 are categorised as mildly dissatisfied, whereas those who obtained scores between 10 and 14 are deemed to be dissatisfied. A range of 5 to 9 represents the most extreme dissatisfaction.

The Cronbach's Alpha coefficient, which measures the strength of positive correlation between constructs in a set, was utilised in this investigation to assess the constructs' dependability. The internal consistency reliability (alpha) for the emotional intelligence and satisfaction in life scales in the current study were 0.856 and 0.899, respectively.

Table 1. The internal consistency reliability

	Cronbach's alpha
Satisfaction with life scale	0.899
Emotional intelligence	0.886

4. Data analysis

Collected data was processed and cleaned using excel. Simple descriptive statistics, one-way ANOVA, and independent t-test were used. For this, R software was used. **Results**

4.1 Demographic distribution of study participants

The participants' gender, age, marital status, and level of education were inquired about. The female was the most recent appointment, as reported by 52.78%, while the male was by 47.22%. 685% were married while 31.9% were solitary. Additional demographic attributes are detailed in Table 2.

Table 2. Demographic Details

Variables	N=216	%
Age:		
18-24	77	35.65
25-34	94	43.52
35-49	33	15.28
50+	12	5.56
Gender		
Male	102	47.22
Female	114	52.78
Educational Qualification		
Primary School	17	7.87
High School	36	16.67
Graduation	115	53.24
Master Degree	37	17.13
Doctorate	11	5.09
Marital Status		
Married	147	68.06
Unmarried	69	31.94

4.2 Descriptive Analysis

Table 3 contains the means and standard deviations of the variables that were measured.

Table 3. Descriptive Statistics

Measure	Mean	Standard Deviation
SWL	23.11	11.42
EI	122.7	7.36

4.3 Correlation Analysis

Table 4. Relation Between EI and SIL

		EI	SIL		
EI	Pearson Correlation	1	0.638(**)		
	Sig. (2-tailed)		0		
	N	216	216		
SIL	Pearson Correlation	0.638(**)	1		
	Sig. (2-tailed)	0			
	N	216	216		
	Within	210	41.27.353	37.222	
	Total	215	4443.914		

A correlation between emotional intelligence and life satisfaction is evident, as demonstrated in Table 4 ($p < 0.05$). The correlation between these two variables is determined to be substantially positive (r = 0.638). In order to determine the relationship's direction, regression analysis was performed (Table 5).

Regression analysis revealed that emotional intelligence significantly influenced life satisfaction.

Table 5. Regression

Model	R	R square	Adj. R square	Std. Error of the estimate
1	0.638 a	0.421	0.417	3.056

A Predictors: (Constant), Emotional Intelligence The data in Table 6 indicates that female participants exhibited a higher mean emotional intelligence level of 132.5, while the mean emotional intelligence level of male participants was 121.02. The analysis revealed that there was no significant effect of participant gender on their level of life satisfaction (p=0.321>0.05).

Table 6. Independent *t*-test Analysis

	Gender	N	Mean	Std. Deviation	Std. Error Mean	t	df	p
SI	Male	10	23.0	5.68	0.89	0.1	21	0.3
L		2	1		5	56	4	21
	Female	11	23.4	5.864	0.80			
		2	5		1			
EI	Male	10	121.	17.84	2.4	0.2	21	0.0
		2	02			15	4	31
	Female	11 4	132. 56	14.25	1.8			

In order to ascertain whether there is a relationship between age and levels of life satisfaction and emotional intelligence, a one-way ANOVA analysis was performed. According to ANOVA, there is no distinction between age categories.

Table 7. ANOVA

Variable	Groups	DF	Sum of Squares	Mean Square	F	Sig.
Emotional Intelligence	Between	3	1876.225	441.029	1.84	0.171
	Within	210	28230.02	271.124		
	Total	215	30106.25			
Life Satisfaction	Between	3	316.561	81.362	2.22	0.091

The results of the analysis suggest that there is no significant variation in emotional intelligence scores across age categories, as supported by an F-value of 1.84 and a p-value of 0.171 (which is greater than 0.05). This implies that any observed discrepancies could be ascribed to stochastic variation rather than genuine age-related variations. Furthermore, it is important to note that although there is a slight variation in levels of life satisfaction among different age groups (F-value = 2.22; p = 0.091), this disparity does not meet the criteria for statistical significance at the conventional level To ascertain whether there are any significant differences in life satisfaction and emotional intelligence based on marital status, an independent sample *t*-test was conducted.

Table 8. ANOVA

Variable	t-value	p-value
EI	-0.549	0.611
SIL	-0.621	0.653

Table 8 demonstrates that status of marital status has no correlation with emotional intelligence and life

satisfaction. Further, the results of the correlation analysis indicate that life satisfaction and educational qualification are correlated with a Pearson correlation coefficient of 0.026. In addition, the p-value associated with this correlation is 0.637, which, at the 0.05 level of statistical significance, indicates that there is no correlation.

Table 9. ANOVA

Variable	Pearson Correlation	p-value
Educational Qualification	0.026	0.637

5. Conclusions

In conclusion, the current study used a self-report assessment to look at the connection between life satisfaction and emotional intelligence, which indicates positive relationship among two. For this Schutte et al.'s Emotional intelligence scale and Diener's Satisfaction with Life scale was used. However, no correlation was found between demographic factors except gender. Female participants have a higher level of emotional intelligence than male ones. It suggests that social support, personal values and psychological well-being may have a greater influence on individuals' subjective estimates of the satisfaction in life. Additional research investigating a wider array of variables and their interactions could offer more profound understanding of the intricate dynamics of factors influencing life happiness. Even though there is a favourable association between EI and SIL, more research employing performance-based assessment would be beneficial to pinpoint the specific distinctions between the two measurements.

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