

Emotional Intelligence and Life Satisfaction among Students

Dr. Parmeshwsar Abhiman Puri

Assistant Professor,

Dept of Psychology

Government Vidarbha Institute of Science & Humanities, Amravati.

Abstract

Aim of the present study was to find level of emotional intelligence and life satisfaction among male and female student and also measure the relationship between emotional intelligence and life satisfaction among male and female students. For the present purpose 100 students were selected by simple random sampling method. For data collection emotional intelligence and life satisfaction scale was used, data was analyzed by using descriptive statistics method .research finding suggest that female students were high on emotional maturity and life satisfaction as compare to male students and also find out that positive correlation between emotional intelligence and life satisfaction among students.

Introduction:-

Today, different models are presented for defining and explicating the notion of emotional intelligence (Bar – on, 2000). According to Karberdif's view, the theorists believe that there is a significant relationship between efficient abilities of emotional intelligence, understanding the emotions, adapting the emotional feelings and applying the emotional understanding with psychological adaptation, success and its prediction and the overall life satisfaction (Pellitteri, 2002). The research performed before on the relationship between emotional intelligence and life satisfaction are not very consistent and a range of weak to moderate correlation between these two structures have been reported (Extremera & Fernandez, 2005; Ganon & Ranzijn, 2005). Therefore, this relation has been always questioned and explored (Palmer et al., 2002).

emotional intelligence theorists must take into account more data and theoretical insights in adaptive functions, especially in dealing with behavioural interactions of marital issues, because the problems are exacerbated in emotional relation establishment and also meeting personal needs and an appropriate response to other's needs and demands, perceiving marriage and family life devotionally (Fitness, 2001). Of the emotional capabilities is emotional intelligence which consists of perception capacity, expression, recognition, application and managing the emotions in oneself and in others (Mayer & Salovey, 1997). Emotional intelligence is related to interpersonal communications quality (Palmer et al., 2002). Communicational skills encompasses the process individuals can share their information, thoughts and feelings through exchanging verbal and non-verbal messages with each other (Harigie & Dickson, 2004). These skills consist of subsidiary skills or micro skills related to "perceiving the verbal and non-verbal messages", "making order the emotions", "listening", "having insight towards communication process", and "solidarity in communication", which are the basic principles of communication skills (Hasan Chary & Fadakar, 2005). These skills are so important that their insufficiency causes feelings like loneliness, social anxiety, depression, low value, and the lack of occupational and educational success (Spitzber & Cupach, 1989; Inderbitzen–Pisaruk & Foster, 1990; Riggio et al., 1990; Inderbitzen–Pisaruk et al., 1992; Bijstra et al., 1994; Segrin, 1998; Williams & Zadiro, 2001; Spoitzberg, 2003). In the above-mentioned emotional intelligence, individuals communicate more positively with others and have less negative interactions with others (Lopes et al., 2003). The social behaviors and also positive communications with family members are increased within it (Mayer et al., 1999). Golman (1995) believes that a general approach for making a marriage more constructive is to raise the emotional intelligence between the couple, because peoples with high emotional intelligence are more successful in dealing with stressful conditions.

Mahanian et al. (2006) concluded, in considering the relationship between emotional intelligence and marital satisfaction in female teachers, that there is a significant correlation between emotional intelligence and marital satisfaction. Amongst the emotional intelligence items, social skills, self-awareness, self controlling and empathy have a positive significant relationship with marital satisfaction, respectively. There is a correlation between emotional intelligence and occupational success and also between marital satisfaction and occupational

success. About 13 % of marital changes are indicated through emotional intelligence (Mahanian et al., 2006). Kardamas (2006) studied optimistic items in emotional intelligence and a self-efficient relationship and comprehended social support with different aspects of psychological well-being, as life satisfaction is reduced and causes extended using of problem coping strategies and adapting emotions. The significant matter is that not only emotions cause internal phenomena, but also inter-personal and relational. For example, the emotions like anger, sin, jealousy and love are manifested in social life, and emotional intelligence theorists must take into account more data and theoretical insights in adaptive functions, especially in dealing with behavioral interactions of marital issues, because the problems are exacerbated in emotional relation establishment and also meeting personal needs and an appropriate response to other's needs and demands, perceiving marriage and family life devotionally (Fitness, 2001).

Methodology

Statement of the Problem: - To study the relationship between Emotional Intelligence and Life Satisfaction among Student.

Objectives

- 1) To measure the gender difference between male and female on emotional intelligence and life satisfaction among students.
- 2) To measure the correlation between emotional intelligence and life satisfaction among students.

Hypotheses:-

- 1) There will be significant gender difference between male and female on emotional intelligence and life satisfaction.
- 2) There will be positive correlation between emotional intelligence and life satisfaction.

Sample:-

For the present study 100 PG students (50 male and 50) were selected from various department of Dr. Babasaheb Ambedkar Marathwada University, Aurangabad by using simple random sampling method .the age range of present sample was 20-25 years .

Tools and Measure**Emotional intelligence scale:-**

Emotional Intelligence scale developed by Dr. Ekta Sharma in the year' 2011.The EIT constitutes of 60 items from five domains of Emotional Intelligence i.e. Self-Awareness, Managing Emotions, Motivating Oneself, Empathy, and Handling Relationships. The response pattern in the scale is of Likert type five point scale. The scoring for each statement in the scale is done in descending/ascending order for determining the emotional intelligence by giving a score of 5 for always, 4 for most often 3 for occasional, 2 for rarely, 1 for never and reverse for negative items. This test was found to be highly reliable. The test has good criterion related validity.

Life satisfaction scale:-

This scale is developed by Dr. Q.G.Alam and Dr.Ramji Srivastava It contains 60 items .There are two alternative responses Yes/No for each statement. The test –retest reliability was computed after a lapse of 6 weeks. The obtained quotient was .84 and Validity of the test was.74 and .84 respectively.

Variable:-**Independent variables****Gender**

- 1) Male
- 2) Female

Dependent variables

- 1) Emotional intelligence
- 2) Life satisfaction

Research design:-

Co relational research design was used in present study.

Procedure of data collection

For the present study data was collect from various department of Dr. Babasaheb Ambedkar Marathwada University, Aurangabad. Researcher went various department and administrated emotional intelligence and life satisfaction scale by given instruction on selected sample after that all tests ware collected from subject and data was collected.

Result and discussion**Table No.1**

Showing means, SD and t-value for male and female on emotional intelligence and life satisfaction.

factors	Gender	mean	SD	N	t-value	df	Sig.
emotional intelligence	Male	58.04	4.72	50	6.9475	98	0.01
	Female	64.94	5.20	50			
life satisfaction	Male	22.98	4.21	50	2.6429	98	0.05
	Female	25.33	4.67	50			

Figure no. 1 bar diagram showing mean and SD value for emotional intelligence and life satisfaction .

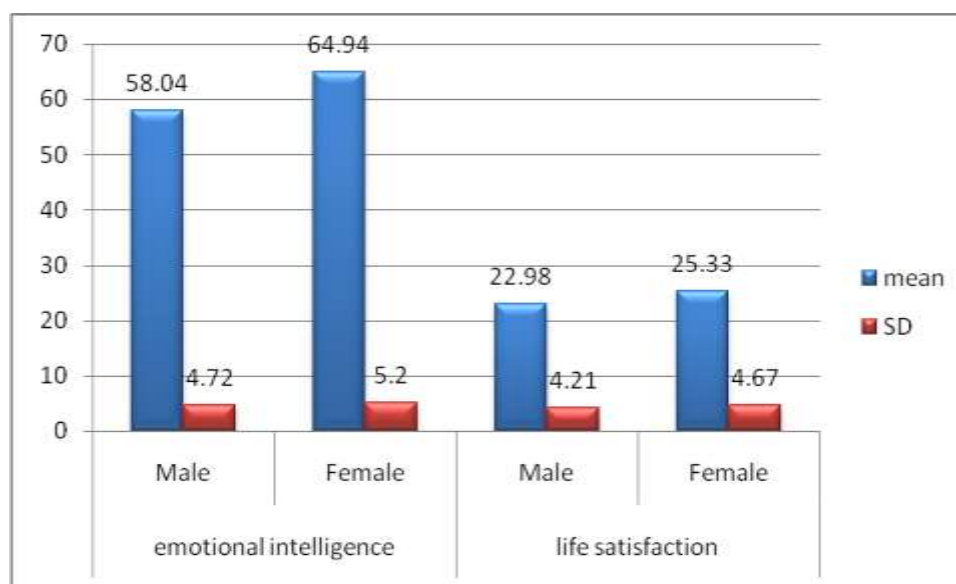


Table no.1 and figure no.1 show gender difference on emotional intelligence and life satisfaction among male and female students. Male mean score on emotional intelligence is 58.04 and SD is 4.72 female mean score on emotional intelligence is 64.94 and SD is 5.20 and t-value is 6.94 which is significant on 0.01 levels that show there will be significant gender difference between male and female on emotional intelligence and life satisfaction therefore hypothesis no. 1 is accepted. Female has high emotional intelligence as compared to male. Male mean score on life satisfaction is 22.98 and SD is 4.21 female mean score life satisfaction is 25.33 and SD is 4.67 and t-value is 2.64 which is significant on 0.05 level that There will be positive correlation between emotional intelligence and life satisfaction. In the present research results show that female are high satisfaction in life than male.

Emotional intelligence was positively associated with the sports performance. Recent research found emotional intelligence related to emotions experienced before successful and unsuccessful performance (Lane et al., 2009b). Lane et al. (2009b) found that emotions correlating with successful performance vigor, happiness, and calmness, whereas emotions associating with poor performance include confusion, depression and fatigue. Further, Lane et

al. (2009c) found emotional intelligence scores correlated with frequent use of psychological skills. Athletes reporting frequent use of psychological skills (Thomas et al., 1999) also appear to report high scores on the self-report emotional intelligence scale (Schutte et al., 1988). Many of the studies cited above propose to assess mood rather than emotion. Differences between mood and emotion are subject to considerable discussion within the literature. (Beedie et al., 2005). In the present study, we asked participants to report how they were feeling shortly before competition. Whilst it is possible that high scores could be a product of intense mood states to which the athlete cannot attribute the cause, we propose that by assessing feeling states shortly before competition, reported feelings are more likely to be emotions resulting from anticipated and actual performance. Cohn et. al. (2007) studied on happiness unpacked: positive emotions increase satisfaction of life by building resilience and found Positive emotions predicted increases between resilience and life satisfaction. Negative emotions had weak effects, and did not interfere with the benefits of positive emotions. They develop resources for living well.

Table No.2 showing correlation between emotional intelligence and life satisfaction.

Factors	r.value	Sig.	Type of correlation
Emotional Intelligence	.47	0.05	Positive correlation
Life Satisfaction			

Table No.2 showing correlation between emotional intelligence and life satisfaction ($r=.47$) which is significant on 0.05 level and positive correlation therefore hypotheses no. 2 is accepted. The results showed that between emotional intelligence and its components are positively correlated with life satisfaction. This means that with an increase in emotional intelligence and life satisfaction also increased its emphasis and vice versa. The results indicate that being aware of the emotions and being able to manage your emotions, your arousal and emotion regulation appropriately, empathy and sympathy with people and ability to communicate constructively with people, it can lead to life satisfaction. The results of the study are consistent with the stated research. To explain these findings can be said, being aware of the emotions and being able to manage their emotions could be led to life satisfaction in general. It seems that people are better able to manage negative emotions; negative emotions are able to

reduce the influence. This is the well-being and happiness, positive affect and mood and life satisfaction is higher, Sahraei, M., Alipour, O., & Alipour, H. (2016).

Conclusion

Present research focused on emotional intelligence and life satisfaction .results shows that female are more emotional intelligent then male students as well as female has more satisfaction with life then male students. Results also pointed that there is positive correlation between emotional intelligence and life satisfaction among students.

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