

Emotional Intelligence and Life Satisfaction among College Students in Ranchi: The Role of Ethnicity and Gender

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ABSTRACT

Background: Emotional intelligence and life satisfaction are key indicators of psychological well-being, particularly during the college years—a phase marked by identity formation, social adjustment, and career planning. Individual differences such as ethnicity (tribal vs. non-tribal) and gender (male vs. female) may significantly influence these variables. **Method:** The present study aimed to examine the effects of ethnicity and gender on emotional intelligence and life satisfaction, and to explore the relationship between these two psychological constructs among college students in Ranchi. A total of 120 college students (60 tribal and 60 non-tribal; with equal representation of males and females) were selected using stratified random sampling. The study employed a 2x2 factorial design and correlational research design. For data collection, tools such as personal-socio demographic data sheet, the Emotional Intelligence Scale (EIS), developed by **A. K. Singh and Shruti Narain (2014)** and the Life Satisfaction Scale (LSS), developed by **Q. G. Alam and Ramji Srivastava (2001)**, were used. Two-way ANOVA was conducted to examine the main and interaction effects of ethnicity and gender on emotional intelligence and life satisfaction, and Pearson's correlation was used to assess the relationship between emotional intelligence and life satisfaction. In addition, a simple linear regression analysis was conducted to determine whether emotional intelligence predicts life satisfaction. **Results:** The findings revealed that non-tribal students reported significantly higher emotional intelligence and life satisfaction compared to their tribal counterparts. Ethnicity had a statistically significant main effect on both variables, whereas gender showed no significant main effect on either emotional intelligence or life satisfaction. Additionally, no significant interaction effects of ethnicity and gender were observed on either variable. Pearson's correlation analysis showed a strong, positive, and statistically significant relationship between emotional intelligence and life satisfaction. Furthermore, regression analysis confirmed that emotional intelligence significantly predicts life satisfaction, accounting for a substantial proportion of its variance. **Conclusion:** The present study concludes that ethnicity significantly influenced both emotional intelligence and life satisfaction, with non-tribal students scoring higher than tribal students. Gender and interaction effects were non-significant. Emotional intelligence showed a strong positive relationship with life satisfaction and significantly predicted it, underscoring its role in promoting psychological well-being. These insights can guide educators,

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counselors, and policymakers in developing culturally responsive programs to enhance emotional competence and overall life satisfaction among college students.

Keywords: *Emotional Intelligence, Life Satisfaction, Tribal Students, Non-Tribal Students, Gender Differences, College Students*

In recent years, emotional intelligence (EI) and life satisfaction (LS) have gained significant attention in psychological research, particularly in the context of youth development and well-being. The college years represent a critical developmental period, where young individuals experience numerous personal, academic, and social challenges. During this phase, emotional resilience and a sense of satisfaction with life play vital roles in shaping mental health, academic performance, and social relationships (Moeller, Seehuus, & Peisch, 2020).

Simultaneously, positive psychology has emerged as a significant paradigm shift in psychology, emphasizing strengths and well-being instead of deficits. It focuses on promoting optimal human functioning, and constructs like emotional intelligence and life satisfaction form the cornerstone of this approach (Seligman & Csikszentmihalyi, 2000). Emotional intelligence enables individuals to understand, manage, and express emotions effectively, while life satisfaction reflects an individual's cognitive judgment of their overall life quality (Diener et al., 1999).

Understanding these constructs among tribal and non-tribal populations is particularly important in India, where tribal communities often face unique socio-economic and cultural challenges. These disparities can influence psychological development, emotional coping mechanisms, and general well-being. Exploring these dimensions among youth from diverse ethnic backgrounds provides insight into the impact of social context on emotional and cognitive well-being.

Emotional Intelligence (EI)

The concept of Emotional Intelligence was first introduced by Salovey and Mayer (1990) and later popularized by Goleman (1995). EI refers to the ability to perceive, understand, manage, and use emotions effectively in oneself and in others. It comprises components like self-awareness, self-regulation, empathy, motivation, and social skills (Goleman, 1998). Higher EI is associated with better interpersonal relationships, academic success, conflict resolution, and overall well-being (Mayer, Caruso, & Salovey, 2016). Research suggests that students with high emotional intelligence are better equipped to manage stress, navigate social environments, and maintain psychological resilience (Dulewicz & Higgs, 2004; Min, 2014).

Life Satisfaction (LS)

Life satisfaction is defined as an individual's overall cognitive and subjective evaluation of their life circumstances based on personal criteria (Diener, Inglehart, & Tay, 2013). It reflects how content a person feels about their life and whether it aligns with their aspirations and values. LS is influenced by various factors such as family environment, socio-economic status, relationships, and physical and emotional health (Mei et al., 2021). High life satisfaction has been linked with better physical and mental health, academic success, and emotional well-being.

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Research demonstrates a positive correlation between emotional intelligence and life satisfaction. Individuals who can manage their emotions are more likely to experience higher levels of satisfaction with life due to their capacity to build strong relationships, cope with adversity, and maintain a positive outlook (Sánchez-Álvarez, Extremera, & Fernández-Berrocal, 2015).

In the Indian context, especially in socio-culturally diverse regions like Jharkhand, examining emotional intelligence and life satisfaction across tribal and non-tribal populations becomes particularly significant. India is home to a large tribal population, with over 104 million individuals as per the Census of India (2011). Tribes are indigenous communities characterized by distinct languages, cultures, belief systems, and geographical concentration. Despite being recognized as Scheduled Tribes (STs) under the Constitution, they often face marginalization, economic deprivation, and limited access to quality education and mental health services (Narain, 2019).

Studies suggest that tribal students, due to their socio-economic and cultural circumstances, may experience lower emotional intelligence and reduced life satisfaction compared to non-tribal peers (Jamadar & Sindhu, 2015). For example, Meena (2019) found that tribal adolescents with lower EI reported poorer mental health outcomes. Socioeconomic status, access to resources, and societal inclusion play a vital role in shaping their psychological development.

Furthermore, Singh and Goswami (2022) highlighted a significant relationship between emotional intelligence and academic achievement among tribal secondary school students. Their findings suggest that strengthening EI in tribal youth can positively impact not only their academic success but also their overall psychological well-being.

Gender is another influential factor in emotional and psychological development. Research has shown that females often score higher on emotional intelligence and report greater life satisfaction compared to males, possibly due to socialization patterns, emotional expressiveness, and relational orientation (Sojer et al., 2024; Namazi, 2022). However, cultural norms, gender expectations, and access to opportunities may differently influence these outcomes in tribal and non-tribal populations. Understanding how gender and ethnicity interact to shape EI and LS among youth is essential, especially in a diverse and stratified society like India.

While numerous studies have explored emotional intelligence and life satisfaction independently, limited research has investigated their interrelationship in the context of tribal and non-tribal college students. Most existing studies focus on school students or general populations, often overlooking the intersectional influence of ethnicity and gender on psychological constructs.

There is also a scarcity of region-specific studies that address these issues in areas like Ranchi, Jharkhand — a state with a significant tribal population and unique socio-cultural dynamics. This study attempts to bridge this research gap by exploring the differences and relationships between EI and LS across gender and ethnic backgrounds among college-going youth.

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This study is particularly relevant in today's educational and social climate, where mental health concerns among youth are rising. By identifying factors that contribute to emotional resilience and life satisfaction, educational institutions and policymakers can design targeted interventions that are culturally and gender-sensitive.

Incorporating social-emotional learning (SEL) and well-being programs, such as Delhi's Happiness Curriculum, has shown promising outcomes in enhancing students' emotional and cognitive development. Adapting similar models for tribal regions may improve emotional intelligence and satisfaction levels, facilitating their integration into the mainstream society.

Objectives

- To assess and compare the levels of emotional intelligence and life satisfaction among college students across ethnicity (tribal and non-tribal) and gender (male and female) in Ranchi town.
- To examine the main and interaction effects of ethnicity (tribal and non-tribal) and gender (male and female) on emotional intelligence among college students in Ranchi town.
- To examine the main and interaction effects of ethnicity (tribal and non-tribal) and gender (male and female) on life satisfaction among college students in Ranchi town.
- To examine the relationship between emotional intelligence and life satisfaction among college students in Ranchi town.
- To examine whether emotional intelligence predicts life satisfaction among college students in Ranchi town.

Hypotheses

- There would be no significant difference in the levels of emotional intelligence and life satisfaction among college students across ethnicity (tribal and non-tribal) and gender (male and female) in Ranchi town.
- There would be no significant main and interaction effects of ethnicity and gender on emotional intelligence among college students in Ranchi town.
- There would be no significant main and interaction effects of ethnicity and gender on life satisfaction among college students in Ranchi town.
- There would be no significant relationship between emotional intelligence and life satisfaction among college students in Ranchi town.
- Emotional intelligence does not significantly predict life satisfaction among college students in Ranchi town.

In line with standard research practices, all hypotheses were formulated in the null form to allow objective testing. Despite varying findings in prior studies on gender, ethnicity, and the EI-LS relationship, this study maintained a neutral stance until validated by empirical evidence.

METHODOLOGY

Sample

The present study was conducted among college-going students in Ranchi town, within the age range of 18 to 25 years. A total of 120 students participated in the study, including 60 tribal (30 males and 30 females) and 60 non-tribal (30 males and 30 females) students. The participants were selected using a stratified random sampling technique, ensuring

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proportional representation across both ethnic and gender groups Correlational and 2×2 factorial design was employed, with the following stratification factors:

Ethnicity: 2 (Tribal and Non-Tribal)

Gender: 2 (Male and Female)

The sample was further divided into four sub-groups, each comprising 30 students, as shown below:

1. Tribal Male (n = 30)
2. Tribal Female (n = 30)
3. Non-Tribal Male (n = 30)
4. Non-Tribal Female (n = 30)

This design allowed for the examination of both main effects and interaction effects of ethnicity and gender on emotional intelligence and life satisfaction.

Table 1: Sample Design

| Ethnicity | Tribal | | Non-Tribal | |
|-------------|--------|--------|------------|--------|
| | Male | Female | Male | Female |
| Gender | | | | |
| No of Cases | 30 | 30 | 30 | 30 |
| Sub-total | 60 | | 60 | |
| Grand Total | 120 | | | |

Variables

a) Independent Variables

- **Ethnicity** (tribal and non-tribal)
- **Gender** (male and female)

b) Dependent Variables

- **Emotional Intelligence**
- **Life Satisfaction**

c) Control Variables

- **Age:** The participants were between 18-25 years.
- **Educational Level:** Only undergraduate students were included.
- **College Type:** Students were selected from similar government colleges.

Selection criterion

a) Inclusion Criteria

- Students aged 18-25 years were included in the study.
- Only undergraduate students from similar government colleges were included in the study.
- Participants from both tribal and non-tribal ethnic groups were included.
- Only students from the Arts stream were included in the study.

b) Exclusion Criteria

- Students below 18 or above 25 years were excluded.
- Students from private colleges, postgraduate courses, or institutions that did not meet the defined similarity criteria were excluded from the study.
- Students from streams other than Arts (e.g., Commerce and Science) were excluded.

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Tools:

The following tools were used for data collection:

1. Personal Data Questionnaire (PDQ)
2. Emotional Intelligence Scale (EIS)
3. Life Satisfaction Scale (LSS)

1. Personal Data Questionnaire (PDQ): Personal Data Questionnaire (PDQ) was prepared by the Researcher to obtain the socio-demographic details like name, age, sex, ethnicity, stream, college etc. from the respondents.

2. Emotional Intelligence Scale (EIS): The Emotional Intelligence Scale developed by Singh and Narain (2014) was used to measure the emotional intelligence of undergraduate and postgraduate students. The scale consists of 31 items, categorized into four domains:

- Understanding Emotions
- Understanding Motivation
- Empathy
- Handling Relations

All items are to be responded to in a dichotomous format (Yes/No), with no alternative response options. The scale is suitable for individuals aged 12 years and above. The reliability and validity coefficients of the scale were both reported as 0.86, indicating high psychometric soundness.

3. Life Satisfaction Scale (LSS): The Life Satisfaction Scale, developed by Alam and Srivastava (2001), was used to assess participants' overall life satisfaction. The scale comprises 60 items covering six life domains:

- Health
- Personal
- Economic
- Marital
- Social
- Job

Each item is answered in a Yes/No format, with each “Yes” response scored as 1 point. The total score is computed by summing the scores across all items. The scale is intended for individuals aged 18 to 40 years. The test-retest reliability (after a 6-week interval) was found to be 0.84. The validity was established through correlation with Saxena’s and Srivastava’s Adjustment Inventories, with coefficients of 0.74 and 0.82, respectively.

Procedure

The participants were selected using the stratified random sampling technique, ensuring equal representation of ethnic groups (tribal and non-tribal) and gender (male and female). A total of 120 undergraduate students (60 male and 60 female) from government colleges in Ranchi town were included in the sample. Only students from the Arts stream, within the age range of 18 to 25 years, were considered for the study to maintain academic homogeneity. Before the commencement of data collection, formal permission was obtained from the respective college authorities. The purpose and scope of the study were clearly explained to the participants. Written informed consent was collected from each participant, ensuring voluntary participation and ethical compliance. The Emotional Intelligence Scale (Singh & Narain, 2014) and the Life Satisfaction Scale (Alam & Srivastava, 2001)—both

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standardized tools—were administered in a supervised classroom setting to minimize distractions and ensure comprehension. Instructions were given in both Hindi and English, depending on the students’ medium of instruction, and researchers were available to clarify any doubts during the process. After the administration of the tools, all responses were carefully reviewed for completeness and consistency. Any incomplete or ambiguous responses were excluded from further analysis. The data were then coded and entered into SPSS for statistical analysis.

Ethical Considerations

The study adhered to standard ethical guidelines for psychological research. Participation was entirely voluntary, and informed consent was obtained from all students prior to data collection. Respondents were assured of the confidentiality and anonymity of their responses, and they retained the right to withdraw from the study at any point without penalty. The research procedures were designed to minimize any potential discomfort and were conducted in line with the ethical standards laid down by the American Psychological Association (APA, 2017).

Statistical Analysis

Considering the objectives and hypotheses of the present study, the following statistical techniques were employed for data analysis:

- **Descriptive statistics** (frequencies and percentages) were computed to summarize the distribution of emotional intelligence and life satisfaction levels across gender and ethnic groups.
- **Two-way ANOVA** was performed to assess the main effects of ethnicity and gender, as well as their interaction effects, on emotional intelligence and life satisfaction.
- **Pearson’s correlation coefficient** was used to examine the relationship between emotional intelligence and life satisfaction.
- **Simple linear regression analysis** was conducted to determine the predictive role of emotional intelligence in life satisfaction.
- **Graphical representations (bar charts)** were prepared to visually depict the percentage distribution of emotional intelligence and life satisfaction levels across groups.

RESULTS

Section I: Descriptive Analysis – Levels of Emotional Intelligence and Life Satisfaction

Table 2: Levels of Emotional Intelligence and Life Satisfaction among the Total Sample and Sample Sub-Groups.

| | N | Levels of Emotional Intelligence | | | Levels of Life Satisfaction | | |
|-------------------|------------|----------------------------------|--------------------|--------------------|-----------------------------|--------------------|--------------------|
| | | Low (0–20) | Average (21–26) | High (27–31) | Low (0–29) | Average (30–44) | High (45–60) |
| Tribal Male | 30 | 11 (36.67%) | 15 (50%) | 4 (13.33%) | 2 (6.67%) | 23 (76.67%) | 5 (16.67%) |
| Tribal Female | 30 | 10 (33.33%) | 14 (46.67%) | 6 (20%) | 4 (13.33%) | 25 (83.33%) | 1 (3.33%) |
| Non-tribal Male | 30 | 3 (10%) | 21 (70%) | 6 (20%) | 0 (0%) | 17 (56.67%) | 13 (43.33%) |
| Non-tribal Female | 30 | 9 (30%) | 15 (50%) | 6 (20%) | 4 (13.33%) | 17 (56.67%) | 9 (30%) |
| Total | 120 | 33 (27.5%) | 65 (54.17%) | 22 (18.33%) | 10 (8.33%) | 82 (68.33%) | 28 (23.33%) |

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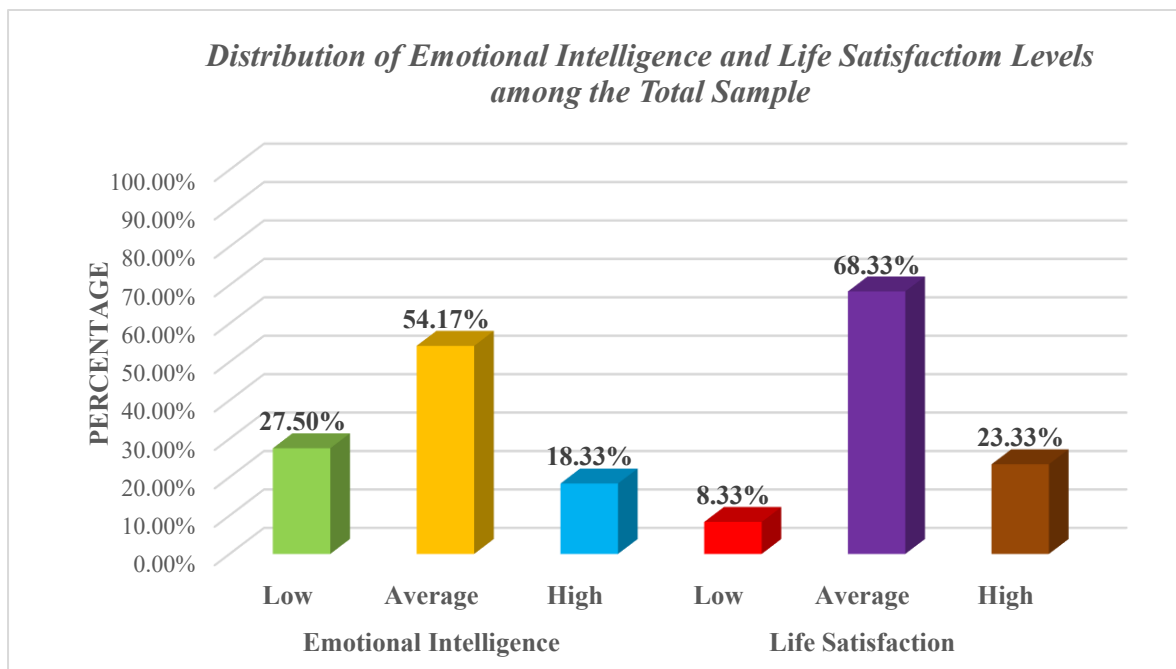


Figure 1. Graphical representation of emotional intelligence and life satisfaction levels among the total sample.

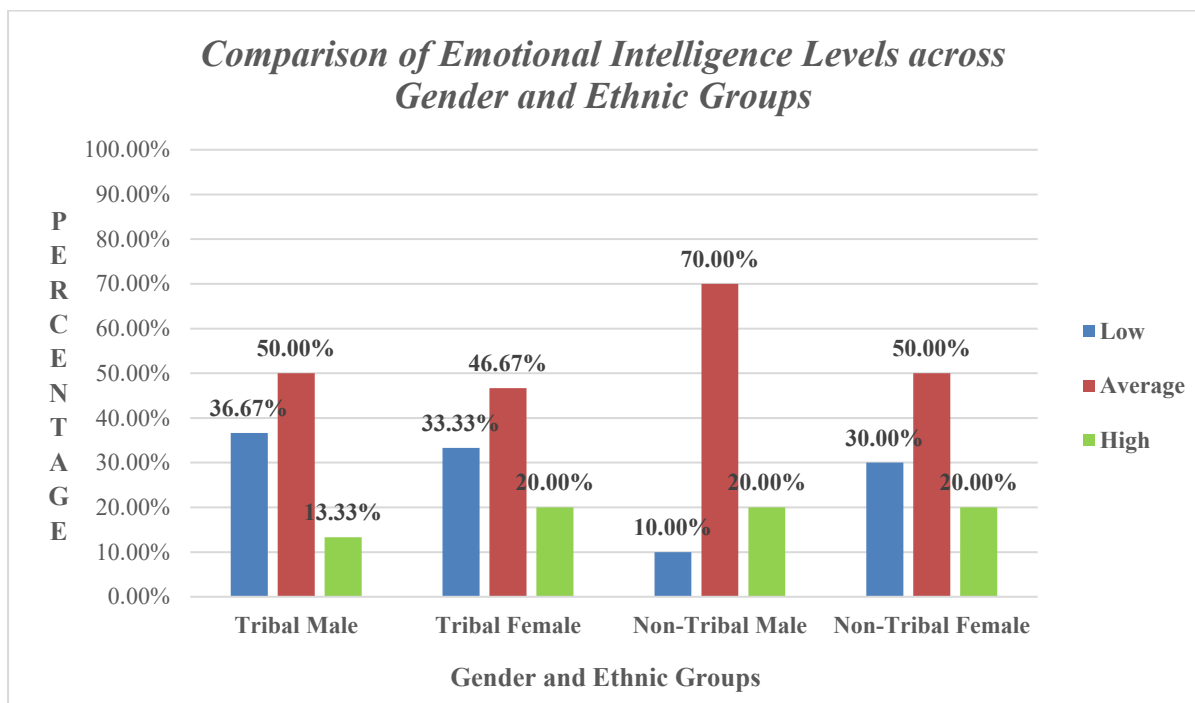


Figure 2. Graphical representation of emotional intelligence levels across gender and ethnic groups.

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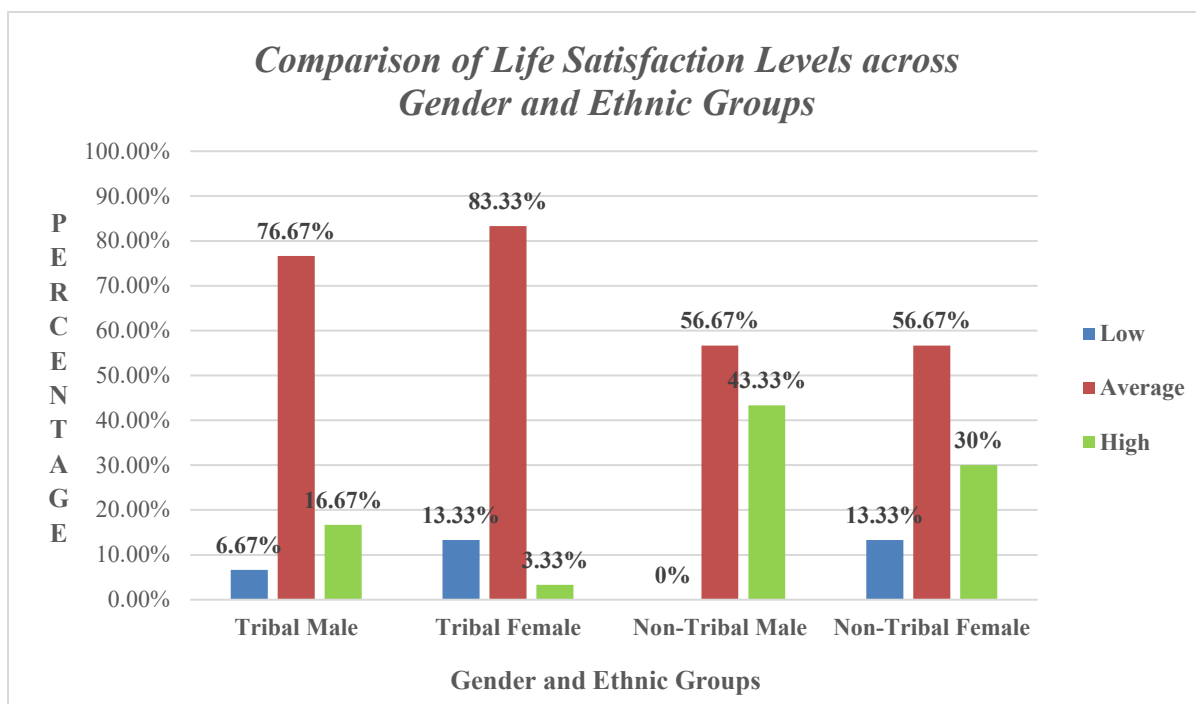


Figure 3. Graphical representation of life satisfaction levels across gender and ethnic groups.

Interpretation of Table 2 and Figures 1, 2, and 3.

The table and corresponding graphs (Figures 1, 2, and 3) present the frequency and percentage distribution of Emotional Intelligence (EI) and Life Satisfaction (LS) levels (Low, Average, High) across four groups—tribal male, tribal female, non-tribal male, and non-tribal female—as well as the overall distribution of EI and LS in the sample.

Among **Tribal male students** (n = 30), the majority scored in the average range for both Emotional Intelligence (50%) and Life Satisfaction (76.67%). They also exhibited the highest percentage of low EI (36.67%) and a relatively low proportion of high EI and LS, with only 13.33% scoring high on EI and 16.67% on LS.

In the **tribal female group** (n = 30), nearly half scored in the average range for Emotional Intelligence (46.67%), while a large majority (83.33%) fell in the average range for Life Satisfaction. A relatively small proportion achieved high EI (20%), and only 3.33% reported high life satisfaction, indicating limited emotional and psychological wellbeing in this subgroup.

Among **non-tribal male students** (n = 30), the majority (70%) fell in the average range for Emotional Intelligence, while 43.33% reported high life satisfaction—the highest among all subgroups. Only 10% had low EI, and none reported low life satisfaction, suggesting relatively strong emotional functioning and overall well-being in this group.

For **non-tribal female students** (n = 30), 50% scored in the average range for Emotional Intelligence and 56.67% reported average life satisfaction. 30% of them fell into the low EI category, while 20% scored high on EI. In terms of life satisfaction, 30% reported high LS and only 13.33% fell in the low LS range. These results indicate that while emotional and

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psychological well-being among non-tribal females is mostly moderate, a substantial proportion display strong life satisfaction and emotional competence.

Overall, the majority of students scored in the average range for both Emotional Intelligence (54.17%) and Life Satisfaction (68.33%), indicating a moderate level of emotional functioning and psychological well-being across the sample. A comparatively smaller proportion reported high EI (18.33%) and high LS (23.33%), while low levels were reported by 27.5% (EI) and 8.33% (LS) of students. These descriptive patterns suggest that although most students function at a moderate level, noticeable variations based on gender and ethnicity exist—**non-tribal males, in particular, tend to report higher emotional intelligence and greater life satisfaction compared to other subgroups.**

Section-II (ANOVA)

Table 3. ANOVA Summary Showing the Main and Interaction Effects of Ethnicity and Gender on Emotional Intelligence among College Students

| Tests of Between-Subjects Effects | | | | | | |
|--|----------------|-----|-------------|-------|-------|---------------------|
| Dependent Variable: Emotional intelligence | | | | | | |
| Source | Sum of Squares | df | Mean Square | F | Sig. | Partial Eta Squared |
| Ethnicity | 66.033 | 1 | 66.033 | 4.007 | .048* | .033 |
| Gender | 19.200 | 1 | 19.200 | 1.165 | .283 | .010 |
| Ethnicity * Gender | 10.800 | 1 | 10.800 | .655 | .420 | .006 |
| Error | 1911.667 | 116 | 16.480 | | | |
| Total | 1997.700 | 119 | | | | |

Note. *Significant at the 0.05 level.

Interpretation of Table 3: Two-Way ANOVA on Emotional Intelligence

A two-way ANOVA was conducted to assess the main and interaction effects of **ethnicity** and **gender** on **emotional intelligence** among college students.

Ethnicity had a **statistically significant main effect** on **emotional intelligence**, ($F(1,116) = 4.007, p = .048$), with a small effect size ($Partial \eta^2 = .033$). This indicates that **non-tribal students scored significantly higher on emotional intelligence** compared to their tribal counterparts.

Gender was **not a significant factor** ($p = .283$), indicating **no statistically meaningful difference in emotional intelligence** between **male and female students**. The **interaction effect** between **ethnicity and gender** was also **not significant** ($p = .420$), suggesting that the influence of ethnicity on emotional intelligence did not differ by gender.

Descriptive data indicate that **non-tribal male** students had the most favorable outcomes, with **70% scoring** in the **average EI** range and only **10%** in the **low category**. In contrast, **tribal males** recorded the highest percentage of **low EI (36.67%)** and the lowest percentage of **high EI (13.33%)**.

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Conclusion:

Hypothesis 2 (Null): There would be no significant main and interaction effects of ethnicity and gender on emotional intelligence— **Partially Rejected.**

Rejected for **Ethnicity** → **Significant effect** (non-tribal students had higher EI)

Accepted for **Gender** and **Interaction** → **No significant effect.**

Table 4. ANOVA Summary Showing the Main and Interaction Effects of Ethnicity and Gender on Life Satisfaction among College Students

| Tests of Between-Subjects Effects | | | | | | |
|---------------------------------------|----------------|-----|-------------|--------|--------|---------------------|
| Dependent Variable: Life Satisfaction | | | | | | |
| Source | Sum of Squares | df | Mean Square | F | Sig. | Partial Eta Squared |
| Ethnicity | 484.008 | 1 | 484.008 | 11.730 | .001** | .092 |
| Gender | 37.408 | 1 | 37.408 | .907 | .343 | .008 |
| Ethnicity * Gender | .075 | 1 | .075 | .002 | .966 | .000 |
| Error | 4786.633 | 116 | 41.264 | | | |
| Total | 5308.125 | 119 | | | | |

Note. **Significant at the 0.01 level.

Interpretation of Table 4: Two-Way ANOVA on Life Satisfaction

A two-way ANOVA was conducted to examine the main and interaction effects of **ethnicity** and **gender** on **life satisfaction** among college students.

Ethnicity had a **statistically significant main effect** on life satisfaction ($F(1,116) = 11.730$, $p = .001$), with a **moderate effect size** ($Partial \eta^2 = .092$). This indicates that **tribal and non-tribal students differed significantly** in how satisfied they felt with their lives.

Specifically, **non-tribal students** reported **higher life satisfaction**, with **43.33% of non-tribal males** and **30% of non-tribal females** in the high LS category. In contrast, **tribal females reported the lowest**, with only **3.33%** scoring high on life satisfaction. This suggests that **non-tribal students** experience greater psychological well-being, possibly due to better access to educational resources, urban exposure, or socio-economic advantages.

Gender was not a significant factor ($p = .343$), nor was the interaction between gender and ethnicity ($p = .966$), indicating that the effect of ethnicity on life satisfaction did not differ by gender.

Conclusion:

Hypothesis 3 (Null): There would be no significant main and interaction effects of ethnicity and gender on life satisfaction — **Partially Rejected.**

Rejected for **Ethnicity** → **Significant effect** (non-tribal students had higher LS) and accepted for **Gender** and **Interaction** → **No significant effect.**

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Section-III (Correlation and Regression)

Table 5. Pearson Correlation between Emotional Intelligence and Life Satisfaction among College Students (N = 120)

| Variables | Emotional Intelligence | Life Satisfaction |
|------------------------|------------------------|-------------------|
| Emotional Intelligence | 1 | .662** |
| Life Satisfaction | .662** | 1 |

Note. **Correlation is significant at the 0.01 level (2-tailed).

Interpretation of Table 5: Pearson Correlation between Emotional Intelligence and Life Satisfaction

A **Pearson Product-Moment Correlation** was conducted to examine the relationship between Emotional Intelligence (EI) and Life Satisfaction (LS) among college students (N = 120). The results revealed a **strong and statistically significant positive correlation** between the two variables, $r = .662, p < .01$.

This finding indicates that students who report higher emotional intelligence also tend to experience greater life satisfaction. The magnitude of the correlation exceeds Cohen's (1988) benchmark for a **large effect size** (where $r \geq .50$), suggesting a **meaningful and robust association** between emotional functioning and subjective well-being.

In practical terms, this suggests that students who are more skilled in emotional awareness, regulation, and expression are more likely to evaluate their lives positively and report higher psychological satisfaction.

Conclusion:

Hypothesis 4 (Null): There would be no significant relationship between Emotional Intelligence and Life Satisfaction among college students in Ranchi town—**Rejected**.

The results support the **alternative hypothesis**, confirming that **Emotional Intelligence is positively and significantly related to Life Satisfaction** among the target population.

Table 6. Regression Analysis Summary for Emotional Intelligence Predicting Life Satisfaction (N = 120)

| Predictor (Emotional Intelligence) | R | R ² | Adjusted R ² | F | df | p-value | B (Unstd.) | β (Std.) | t | p-value |
|------------------------------------|-------|----------------|-------------------------|--------|-------|---------|------------|----------|-------|---------|
| Criterion (Life Satisfaction) | 0.662 | 0.438 | 0.433 | 91.907 | 1.118 | < .001 | 1.08 | 0.662 | 9.587 | < .001 |

Note: R= Correlation, R²= Coefficient of determination, B= Unstandardized Coefficients, β= Standardized Coefficients.

Interpretation of Table 6: Regression Analysis – Emotional Intelligence Predicting Life Satisfaction

A simple **linear regression** was conducted to examine whether **Emotional Intelligence (EI)** significantly predicts **Life Satisfaction (LS)** among college students (N = 120).

The results showed that **Emotional Intelligence was a significant predictor of Life Satisfaction:**

- $R = .662$ indicates a strong positive correlation between EI and LS.

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- $R^2 = .438$ implies that approximately 43.8% of the variance in Life Satisfaction can be explained by Emotional Intelligence alone.
- The *Adjusted R²* = .433 confirms this explanatory power, slightly adjusting for sample size and model complexity.

The regression model was statistically significant:

- $F(1, 118) = 91.907, p < .001$, confirming that the model as a whole is meaningful and better than a null model.

The regression coefficients were:

- **Unstandardized B = 1.08**, meaning that for every 1-point increase in Emotional Intelligence, Life Satisfaction increases by 1.08 units.
- **Standardized $\beta = .662$** , indicating a strong effect in standardized terms.
- $t = 9.587, p < .001$, confirming that Emotional Intelligence makes a significant individual contribution to predicting Life Satisfaction.

These findings suggest that **students with higher emotional intelligence tend to experience greater life satisfaction**. The model explains a substantial proportion of the variance, and the strong beta value highlights EI as a key psychological factor contributing to students' well-being.

Conclusion:

Hypothesis 5 (Null): Emotional Intelligence does not significantly predict Life Satisfaction among college students in Ranchi town—**Rejected**

The regression results demonstrate that **Emotional Intelligence significantly predicts Life Satisfaction** among college students. Therefore, the **null hypothesis is rejected**, and **Emotional Intelligence** can be considered an **important psychological factor influencing students' subjective well-being**.

DISCUSSION

The present study explored the **levels, group differences, and interrelationships** of **Emotional Intelligence (EI) and Life Satisfaction (LS)** among college students in Ranchi. Specifically, it examined the influence of ethnicity (tribal vs. non-tribal) and gender (male vs. female) through two-way ANOVA, while also investigating the association and predictive role of EI on LS using Pearson correlation and regression analysis. The findings contribute to a broader understanding of students' emotional and psychological well-being within the socio-cultural framework of Jharkhand.

Descriptive Insights

Descriptive analysis revealed that the majority of students reported average levels of both Emotional Intelligence (54.17%) and Life Satisfaction (68.33%), suggesting moderate emotional functioning and psychological well-being in the sample. However, subgroup comparisons showed notable disparities. Non-tribal male students emerged as the most advantaged group, with the highest proportion of students in the high LS category (43.33%) and the lowest incidence of low EI (10%). In contrast, tribal females had the lowest percentage of students reporting high life satisfaction (3.33%), despite having relatively higher EI levels than tribal males. These subgroup differences align with findings from comparative studies in India. **Deo (2020)** observed **significantly higher subjective well-being among non-tribal individuals compared to tribal counterparts ($p < .05$)**, supporting the trend of lower LS among tribal students in the present study. Similarly, **Singh and Goswami (2023)** demonstrated that **non-tribal secondary students had significantly**

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higher Emotional Intelligence scores than their tribal counterparts, consistent with the EI differences observed in this study.

Effects of Ethnicity and Gender on Emotional Intelligence

Results from the two-way ANOVA revealed a significant main effect of ethnicity on Emotional Intelligence ($p = .048$), with a small effect size ($Partial \eta^2 = .033$). Non-tribal students scored higher on EI compared to their tribal counterparts, suggesting that socio-cultural and environmental advantages may play a role in shaping emotional competencies. This could be linked to greater access to educational resources, enriched social environments, and broader exposure to diverse experiences—factors more commonly available to non-tribal populations. Gender and the interaction of gender and ethnicity were not significant, indicating that the ethnicity effect on EI was consistent across both male and female students.

Therefore, Hypothesis 2 was **partially rejected**- ethnicity emerged as a significant factor, whereas gender and interaction effects were not supported. These results are consistent with the findings of **Andrabi (2015)**, who reported significantly higher emotional intelligence among non-tribal adolescents compared to tribal peers, and **Garg (2017)**, who observed similar differences, non-tribal adolescents showed a higher level of emotional intelligence than tribal students. Such evidence reinforces the idea that socio-economic background and exposure to supportive environments contribute meaningfully to the development of emotional intelligence among students.

Effects of Ethnicity and Gender on Life Satisfaction

Results from the two-way ANOVA revealed a significant main effect of ethnicity on Life Satisfaction ($p = .001$), with a moderate effect size ($Partial \eta^2 = .092$). Non-tribal students reported higher life satisfaction compared to their tribal counterparts, suggesting that socio-economic advantages, greater educational support, and broader urban exposure may positively influence psychological well-being. In contrast, tribal students reported lower life satisfaction, which may reflect disparities in access to resources, social opportunities, and supportive environments. Gender and the interaction of gender and ethnicity were not significant, indicating that the ethnicity effect on LS was consistent across both male and female students.

Therefore, Hypothesis 3 was **partially rejected** — ethnicity emerged as a significant factor, whereas gender and interaction effects were not supported. These findings are consistent with **Satheesan and Sindhu (2023)**, who found that non-tribal adolescents reported significantly higher levels of proactive coping and subjective well-being compared to tribal adolescents, suggesting that enhanced coping skills and environmental resources contribute to better life satisfaction outcomes. They are also in line with **Hossain et al. (2017)**, who reported higher life satisfaction among non-tribal youth compared to their tribal peers, and with **Diener et al. (2003)**, who emphasized that life satisfaction is strongly shaped by structural and cultural factors, including access to opportunities, security, and quality of relationships. Such evidence collectively reinforces the view that social and environmental advantages can substantially enhance overall life satisfaction.

Relationship Between Emotional Intelligence and Life Satisfaction

A strong, positive, and statistically significant correlation was found between EI and LS ($r = .662, p < .01$), which led to the rejection of Null Hypothesis 4. This provided strong support

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for the alternative hypothesis that Emotional Intelligence and Life Satisfaction were positively related among college students. This finding was consistent with **Simran (2021)**, who reported a significant positive correlation between EI and LS among Indian college students. It also aligned with prior research indicating that emotionally intelligent individuals were better equipped to manage stress, build relationships, and maintain a positive outlook on life (**Extremera & Fernández-Berrocal, 2005**). The strength of the association exceeded the benchmark for a large effect size, suggesting a meaningful connection between emotional competence and subjective well-being in this context. These results were further supported by studies such as that of **Sánchez-Álvarez et al. (2016)**, which found that EI not only correlated with life satisfaction but also acted as a buffer against negative emotional states such as anxiety and depression.

Predictive Role of Emotional Intelligence in Life Satisfaction

Regression analysis confirmed that Emotional Intelligence significantly predicts Life Satisfaction, explaining 43.8% of its variance ($R^2 = .438$). The model was statistically significant ($F(1,118) = 91.907, p < .001$), with a strong standardized beta coefficient ($\beta = .662$), indicating that EI makes a substantial individual contribution to the prediction of LS. These findings are consistent with studies by **Koydemir et al. (2013)** and **Faraji et al. (2017)**, who highlighted that emotionally intelligent individuals tend to perceive their lives more positively, regulate their emotions more effectively, and maintain stronger social relationships—all of which contribute to enhanced life satisfaction. This predictive relationship further reinforces the theoretical framework of emotional intelligence as proposed by **Mayer and Salovey (1997)**, which posits that individuals with high EI are more likely to understand and manage emotional experiences in ways that foster personal well-being and resilience.

Implications of the Study

These findings underscore the need for educational institutions to incorporate emotional intelligence training into student development programs, particularly targeting tribal students who may be at greater risk of lower life satisfaction. Culturally sensitive interventions that foster emotional self-awareness, empathy, and regulation may serve as protective factors against stress and psychological distress in marginalized student populations. Policies should also focus on inclusive mental health education tailored to local socio-cultural realities.

Limitations and Future Directions

While the study offers valuable insights, it is not without limitations. The sample was restricted to college students from Ranchi, limiting generalizability to broader populations. Self-report measures may also be influenced by social desirability bias. Future research could employ longitudinal designs to assess changes over time and include qualitative methods to explore the underlying factors contributing to group differences.

CONCLUSION

In summary, the present study demonstrated that both emotional intelligence and life satisfaction are significantly shaped by ethnicity, with non-tribal students reporting higher scores compared to their tribal counterparts. In contrast, gender and the interaction of gender and ethnicity did not yield significant effects on either variable. Importantly, emotional intelligence was found to be strongly and positively correlated with life satisfaction, and regression analysis confirmed that EI significantly predicts LS, explaining a substantial proportion of its variance. These findings underscore the importance of fostering emotional

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competencies as a pathway to improved life satisfaction, particularly among students from disadvantaged tribal backgrounds.

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Conflict of Interest

The author(s) declared no conflict of interest.

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