

Effect of Emotional Intelligence in Life Satisfaction Level of Female Students

Jayapriya Baladandapani^{1*}, Raji V Sugumar²

ABSTRACT

Emotions have a critical influence on mental well-being, because the ones who know how to handle their emotions, know how to handle any situation most appropriately. Life satisfaction is a subjective level of satisfaction a person has about their life. The researchers are interested in exploring the interconnection between them. Hence, this study aims to explore the relationship between life satisfaction and emotional intelligence and its components. It is a descriptive study conducted among 70 female students from Puducherry. Demographic details of them have been collected using an interview schedule, Dr. Schutte's pre-validated scale was used to assess the emotional intelligence status, and the SWLS questionnaire was used to assess the life satisfaction level of the students. Among the selected 70 female students, 49% of the respondents scored high emotional intelligence score. Perception of emotions, Management of own emotions, Management of other's emotions, and utilization of emotions showed a positive correlation that is highly significant with the overall emotional intelligence status ($p < 0.001$) of the respondents. The mean score for Life satisfaction is 20 ± 6 upon analysing the correlation between emotional intelligence status and life satisfaction level it showed an insignificant correlation between them. The findings of the study showed that the components of emotional intelligence have a strong positive correlation with high emotional intelligence status. The statistical analysis between emotional intelligence status and life satisfaction showed no statistical association. Additional research with a large sample size and varied population may provide more detailed information.

Keywords: *Life Satisfaction, Emotional Intelligence, Students, Female, Emotions*

When we educate a girl, we educate a Nation. This is the quote that shows the importance of female education as well as the importance of female students. Females are proving their excellence in all sectors of society as well as in their family life, with their expertise in numerous skills. Our society in most incidents tries to tag that females are emotional beings, but when we look very closely, we can understand that they are very good at managing their emotions in hard times. College is the transformative phase for them when it comes to education as well as social interaction because they can afford to exercise their choice more independently in that time as they are now in the dawn

¹Research Scholar, Research Department of Home Science, Bharathidasan Government College for Women, An Autonomous College affiliated to Pondicherry University, Puducherry

²Associate Professor (Retd), Research Department of Home Science, Bharathidasan Government College for Women, An Autonomous College affiliated to Pondicherry University, Puducherry

*Corresponding Author

Received: July 14, 2025; Revision Received: October 15, 2025; Accepted: October 19, 2025

Effect of Emotional Intelligence in Life Satisfaction Level of Female Students

of adulthood. However, that is also a challenging time for them in the sense of emotional awareness and management and how they perceive their life as a whole, because when they are exposed to different terrains of life that is where comes the realization and awareness of self and their reality of life as well as their perceived understanding on the same.

Emotional intelligence is a type of social intelligence that involves the ability to monitor one's own and others' emotions, to discriminate among them, and to use the information to guide one's thinking and actions (Salovey & Mayer, 1990). In this study, we are assessing the components of emotional intelligence such as Perception of emotions, Management of own emotions, Management of other's emotions, and utilization of emotions as well as overall emotional intelligence status using the data collection tool from the respondents.

According to Veenhoven (1996), Life satisfaction refers to the degree to which a person positively evaluates the overall quality of his or her life as a whole. In other words, how much the person likes the life he/she leads. In this study, we are collecting data regarding the life satisfaction level of the respondents using the appropriate data collection tool.

Statement of the Problem

The hustle culture of today's world puts every individual in a need of better emotional stability, and having satisfaction with life seems not as easy as it used to be for the females of current society. Hence, this research aims to explore the components of emotional intelligence, the emotional intelligence status of female students, and their association with their life satisfaction status.

Objectives of the Study

The main objectives of the study are given below.

- To explore the socio-demographic status of the respondents.
- To explore the emotional intelligence status of the respondents.
- To explore the life satisfaction level of the respondents.
- To explore the impact of the components of emotional intelligence on overall emotional intelligence status.
- To assess the association between emotional intelligence and life satisfaction of the respondents.

REVIEW OF LITERATURE

Emotional Intelligence status and life satisfaction level have been topics of interest in psychology even before the 1980s and research studies related to them have been conducted on people of many countries from the world among various landscapes that obtained valuable information in this area of research.

A study conducted by Uguijoetal. (2016), among 400 graduates investigated the relationship between emotional intelligence, life satisfaction, and stress found that emotional intelligence was positively associated with life satisfaction.

Another study conducted in 2011 among 316 adolescents from Spanish found that the ability to emotional repair and mood clarity has a significant influence on their life satisfaction. (Rey et.al, 2011)

A study conducted Extremera and Rey (2016) among 721 undergraduate students found that emotional intelligence is positively associated with life satisfaction.

Effect of Emotional Intelligence in Life Satisfaction Level of Female Students

Kong and Zhao in 2012 conducted a study among Chinese college students to analyse the interrelationship of emotional intelligence with life satisfaction, found that individuals with higher emotional abilities were able to recognize and manage their emotions well and it boosted their self-esteem led to increased life satisfaction.

However, a study conducted by Blasco-Belled et al. (2020) found that respondents who were over-attentive towards their emotions expressed less satisfaction with their life.

METHODOLOGY

This study is a descriptive study conducted among 70 female students from Puducherry in the age range of nineteen to twenty-one years using a convenient sampling technique.

Data Collection Tools

For this study, an interview schedule has been designed and used to collect data regarding the socio-demographic profile of the students, in which details related to them and their families have been collected.

Emotional Intelligence: This was assessed using a scale adapted from Dr. Schutte. The scale consists of 33 items rated on a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree). The scale measures different components of emotional intelligence and those are: i) Perception of emotion ii) Managing own emotions iii) Managing other's emotions and iv) Utilization of Emotions.

Life Satisfaction: The Satisfaction with Life Scale (SWLS; Diener, Emmons, Larsen, & Griffin, 1985) was used to collect data regarding the life satisfaction level of the respondents. This scale consists of 5 items rated on a 7-point Likert scale ((1 = strongly disagree, 7 = strongly agree). This scale measures a person's subjective satisfaction level in their life.

Data Analysis

This study is based on the primary data collected among the selected student sample. The data collected in the study has been analysed using descriptive statistics and inferential statistics (Spearman correlation test) using tools such as Microsoft Excel and SPSS 26. Descriptive statistics are used to describe the distribution of sample characteristics and variables. Inferential statistics are used to test research hypotheses.

Ethical Considerations

Ethical approval for conducting the study has been obtained from the Institutional Ethics Committee. All participants in this study have been informed about the purpose of the study and the risks and benefits of participation.

Participants are also informed that they have the right to withdraw from the study at any time. All information is collected and kept confidential. Informed consent has been obtained from all the participants.

RESULTS AND DISCUSSION

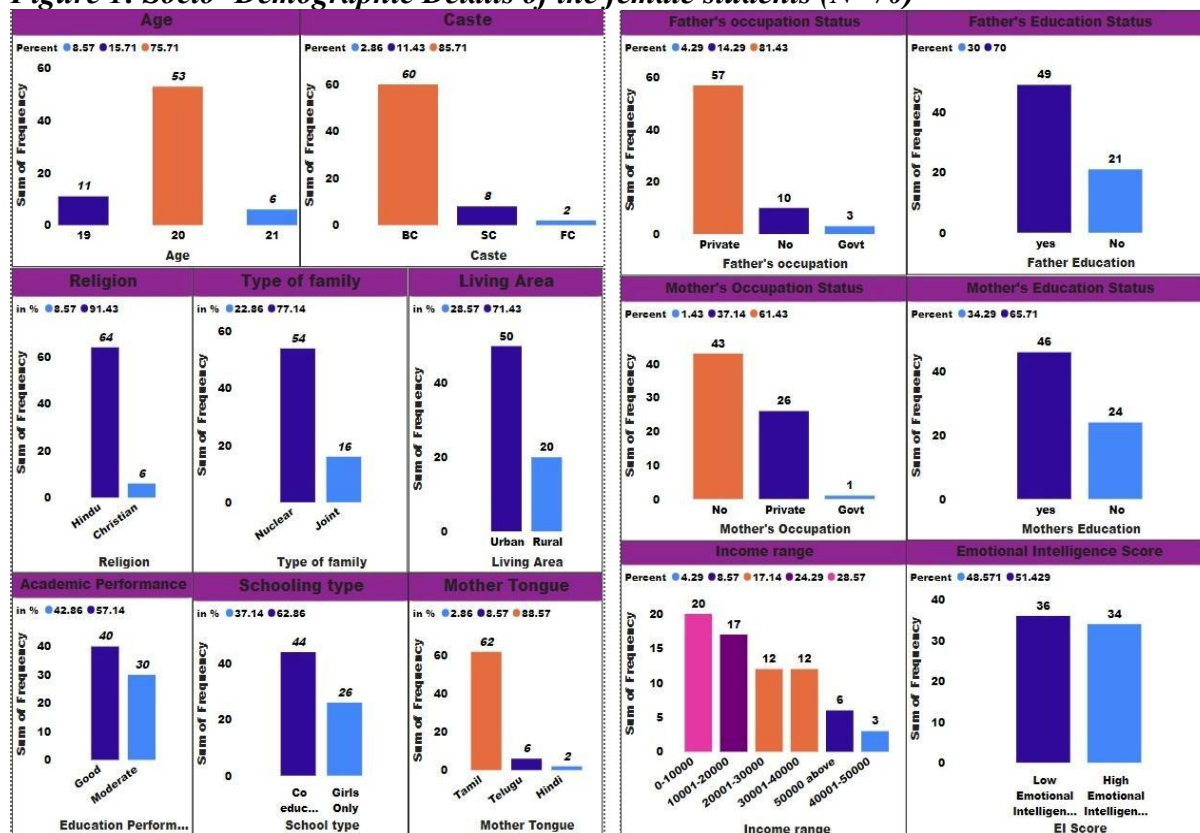
The Socio-Demographic details of the respondents are shown in figure 1 That has been discussed below

Among the selected 70 female students, 76% of them are from the age group of 20 years, 86% of them are from BC Caste, 84% of them are from Hindu religion, 77% of them are

Effect of Emotional Intelligence in Life Satisfaction Level of Female Students

from a nuclear family setup, 72% of them are from urban areas, 89% of their mother tongue is Tamil, 57% of them informed that their academic performance is good, 63% of them completed their Schooling from co-educated Institutions. 70% of their family income is below Rs. 30000. 65% of the respondents' fathers and Mothers are educated. This result indicates that more than 70% of the respondents are from Tamil-speaking, nuclear families from urban regions with educated parents with an average monthly income of Rs. 30000.

Figure 1: Socio-Demographic Details of the female students (N=70)



The Respondents' Data on Emotional Intelligence Status and Life Satisfaction Level are shown in Table 1 is discussed below

The mean emotional intelligence score of them is 128 ± 9 , upon analysing the emotional intelligence score 49% of the respondents scored high emotional intelligence score. The mean Life satisfaction score is 20 ± 6 , 42% of the respondents score on life satisfaction has showed that they are dissatisfied in their life, which indicates that an alarming percentage of female students are having dissatisfaction with their current life.

Table 1: Descriptive Statistics on EI score and Life Satisfaction Score

	Mean	Std. Deviation	Minimum	Maximum
Total LS Score	20.057	6.343	6.000	35.000
Total EI score	127.957	9.307	110.000	155.000

The role of awareness and management of emotions in having emotional intelligence

Table 2 shows the correlation analysis data conducted on emotional intelligence status with its components, the findings based on Spearman's rank correlation indicated that the

Effect of Emotional Intelligence in Life Satisfaction Level of Female Students

respondent's total emotional intelligence score with their perception of emotion showed a positive significant correlation ($r=.56, p<.001$.) The total emotional intelligence score with their skill in management of their own emotions showed a positive significant correlation ($r=.70, p<.001$.) The analysis of total emotional intelligence score with the skill on management of their own emotions showed a positive strong correlation ($r=0.692, p<.001$.) Total emotional intelligence score with their skill in utilization of emotion also showed a positive significant correlation ($r=0.56, p<.001$.) which indicates that the role of awareness about one's own emotion and about other's emotion and management of one's emotion and utilization of the same have a very strong influence in lifting their overall emotional intelligence status.

Table 2: Spearman's Correlations on the Components of Emotional intelligence with the total EI Score

		Spearman's rho	p
Total EI score	- Perception of Emotion	0.568***	< .001
Total EI score	- Managing Own Emotions	0.709***	< .001
Total EI score	- Managing others Emotion	0.692***	< .001
Total EI score	- Utilization of emotion	0.538***	< .001

* $p < .05$, ** $p < .01$, *** $p < .001$

The association between emotional intelligence and life satisfaction

The Spearman's rank correlation was computed to assess the relationship between total emotional intelligence status and life satisfaction level which is shown in Table 3. The findings of the analysis showed an insignificant correlation between them ($r = -.08, p = .491$.)

Table 3: Spearman's Correlations on total EI Score with total Life satisfaction Score.

		Spearman's rho	p
Total EI score	- Total LS Score	-0.084	0.491

* $p < .05$, ** $p < .01$, *** $p < .001$

DISCUSSION

The main objectives of the study are focused on exploring the components of emotional intelligence in their role on emotional intelligence status, and the impact of emotional intelligence status on the life satisfaction level of female students. The finding of the study showed that 51% of the individuals are having low emotional intelligence status, which shows the need for development and skill upgradation on emotion awareness and management. Upon analysing the components of emotional intelligence against overall emotional intelligence status it showed a positive high significant correlation with the emotional intelligence status, which explicitly shows the importance of enhancing the soft skills that are awareness, management, and utilization of one's own emotions and awareness and management of other's emotions. The finding of the study showed that 42% of the individuals expressed their dissatisfaction in life which indicates that people should focus more on having satisfaction with their life by learning to perceive it with a more positive approach, and educational institutes could focus on developing learning modules that can help them in enhancing their perception of life and in development of their emotional abilities. The correlational analysis of EI status against life satisfaction level of the respondent showed insignificant correlation which is opposite to the findings of existing review of literature on this research area (Urguijoetal, 2016; Rey et.al, 2011; Extremera and

Effect of Emotional Intelligence in Life Satisfaction Level of Female Students

Rey, 2016; Kong and Zhao, 2012). However, the findings of this study are supporting the findings of research conducted by Blasco-Belled et al. (2020).

This study has been conducted on a small sample of 70 female students who are majorly from nuclear families and urban areas. Hence, the results cannot be generalised for entire female students from the region of Puducherry. In the future, studies that are focused on both genders from rural areas and samples from joint families can be selected to obtain detailed data sets on the research focus which can serve more detailed insights. However, we believe that the current findings can shed the initial light on the path of exploring the emotional intelligence status and life satisfaction level to its possible extent in the selected population.

REFERENCES

- Blasco-Belled, A., Rogoza, R., Torrelles-Nadal, C., & Alsinet, C. (2020). Emotional intelligence structure and its relationship with life satisfaction and happiness: New findings from the bifactor model. *Journal of Happiness Studies*, 21(6), 2031-2049
- Diener, E., Emmons, R. A., Larsen, R. J., & Griffin, S. (1985). The Satisfaction with LifeScale. *Journal of Personality Assessment*, 49, 71-75.
- Extremera, N., & Rey, L. (2016). Ability emotional intelligence and life satisfaction: Positive and negative affect as mediators. *Personality and Individual Differences*, 102, 98-101.
- Kong, F., Zhao, J., & You, X. (2012). Emotional intelligence and life satisfaction in Chinese university students: The mediating role of self-esteem and social support. *Personality and individual differences*, 53(8), 1039-1043.
- Rey, L., Extremera, N., & Pena, M. (2011). Inteligencia emocional percibida, autoestima y satisfacción con la vida en adolescentes. *Psychosocial intervention*, 20(2), 227-234.
- Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, cognition and personality*, 9(3), 185-211.
- Urquijo, I., Extremera, N., & Villa, A. (2016). Emotional intelligence, life satisfaction, and psychological well-being in graduates: The mediating effect of perceived stress. *Applied research in quality of life*, 11, 1241-1252.
- Veenhoven, R. (1996). Developments in satisfaction-research. *Social indicators research*, 37, 1-46.

Acknowledgment

The financial support given by University Grants Commission through their fellowship scheme is a great help for this research.

Conflict of Interest

The authors declare that there is no conflict of interest regarding the publication of this paper.

How to cite this article: Baladandapani, J. & Sugumar, R.V. (2025). Effect of Emotional Intelligence in Life Satisfaction Level of Female Students. *International Journal of Indian Psychology*, 13(4), 280-285. DIP:18.01.026.20251304, DOI:10.25215/1304.026