INTERNATIONAL JOURNAL OF SOCIAL SCIENCES BULLETIN
ISSN: (E) 3007-1917 (P) 3007-1909
Volume 4, Issue 3, 2026

THE CONNECTION BETWEEN EMOTIONAL INTELLIGENCE AND OVERALL LIFE SATISFACTION

Sumera Solangi[1*], Sumiya Azim[2], Fabiha Ali[3], Sobia Fakhar Awan[4], Bakhtawar[5]

[1*]*Clinical Psychologist & Faculty at Psychology Department Hamdard University, Karachi*
[2]*Faculty at Psychology Department Hamdard University, Karachi*
[3]*Senior Counselor at Generation school & College Program & Visiting faculty at Iqra University Karachi*
[4]*Associate Clinical Psychologist at Smiling souls & Visting Faculty at Szabist University*
[5]*Faculty at Institute of Professional Psychology Bahria University, Karachi*

[1*]cl.psy.sumera@gmail.com

DOI: https://doi.org/10.5281/zenodo.23435285

Received	Accepted	Published
02 January 2026	16 February 2026	02 March 2026

ABSTRACT

The current study aims to determine emotional intelligence and its relationship with overall life satisfaction. The present study was comprised of 300 participants (n = 300) out of which (n = 150) were males and (n = 150) were females. The convenient sampling technique has been used to draw the sample. Self-Report Measure of Emotional Intelligence Test (SRMEI) (Khan. R.A, Kamal. A, 2010), and Satisfaction with Life Scale (SWLS) (Diener, Emmons, Larsen & Griffin, 1985) has been administered for emotional intelligence and overall life satisfaction respectively. Pearson Coefficient of Correlation method and Regression Model was used to obtain relationship among variables and results were analyzed using Statistical Package for the Social Sciences to test the statistical significance of the relationship of the variables. Findings of present study has suggested that Emotional intelligence and overall life satisfaction has been positively associated with each other ($p < 0.01$).

Keywords: *Emotional Intelligence, Life satisfaction, quality of life.*

INTRODUCTION:

Emotional Intelligence (EQ) is the awareness and manifestation of action and sentiments and handling emotions. EQ is another method of saying 'human effectiveness' and it is important because it sets the stage for our capability to succeed in life. The field of EQ has had a philosophical impact on the way we think about success. Contrary to what an individual has been skilled, accomplishment is the inducement for having vigorous levels of emotional and social competency - the two elements that define our level of emotional intelligence. Though IQ (rational/ methodological skills) and academia form part of the balance, EQ provides the foundation for the development of expertise that regulates an individual's performance (these are fundamentals such as the ability to take initiative, the drive to conquer, to be ingenious, resilient and/or sustain through tough and challenging times). It can be said assuredly that an individual having average IQ can live a successful life on account of high EQ (Vermeulen, 2006). As a result, it has also been regarded as a crucial component of a successful, contented, and happy existence. Because everyone of us has a unique personality, set of needs and desires, emotional expression styles, emotional intelligence levels,

and stress management techniques. It requires tact and cunning to get through all of this, especially if we want to thrive in life. Emotional intelligence is crucial in this situation (Poonruksa, 2002).

When the matter comes to happiness, contentment and success in life, emotional intelligence (EQ) is substantially essential like intellectual ability (IQ). According to Goleman, set of emotional skills really matters for contentment, success, character and ultimate achievements (Goleman, 1995). If an individual has a high level of emotional intelligence, he can be familiar with his own emotional state as well as the other's emotional state, which gives him a better understanding to be engaged with people of different nature. Consequently, it drives him to form healthier relationships, accomplish greater success at work, and lead a more contended life. On the contrary, the individual has a low level of EQ, he cannot be able to recognize his emotional state and fails in managing his emotions, and resultantly he experiences stress and develops poor and disturbs interpersonal relationships, poor performance and becomes dissatisfied with life (Segal & Smith, 2013)

1.1: Emotional Intelligence:

It is the capacity to recognize emotions, access and produce emotions to support thought, comprehend emotions and emotional knowledge, and reflectively control emotions to support intellectual and emotional development (Mayer and Salovey, 1997, p. 9).

According to Mayer and Salovey (1997), the idea of emotional intelligence (EI) is seen to be essential for efficient operation as well as for increased personal growth and well-being.

Emotional intelligence was defined by Salovey and Mayer, who intensified these abilities into four primary domains (Goleman, 2006).



1) Self-Awareness: This involves being conscious of one's feelings. It is the capacity to identify and comprehend one's own desires, feelings, and moods as well as how they affect other people. High emotional intelligence individuals typically have a strong sense of self-awareness. They don't allow their emotions to control them since they are aware of their feelings. Because they follow their instincts and control their emotions, they are self-assured.

They are also prepared to examine themselves honestly. They are aware of their advantages and disadvantages, and they strive to improve in these areas. Many individuals think that the most crucial aspect of emotional intelligence is this self-awareness.

2) Self-Regulation/Emotional Management: The capacity to restrain or reroute erratic impulses and emotions. A person who excels in this area may quickly calm themselves and eliminate excessive anxiety, impatience, and negative emotions. It lowers discontent and raises satisfaction. In essence, it gives people more authority. This is the capacity to restrain feelings and urges. Self-regulatory people usually avoid making rash, reckless decisions and don't let themselves get very envious or furious. Before acting, they consider their options. Thoughtfulness, adaptability, integrity, and assertiveness are traits of self-regulation.

3) Attitude, Motivation, and Passion: The desire to labor for reasons other than financial gain. Hastiness and delaying gratification are taught by emotional self-control. Individuals that are raised in this field are typically more active and productive in all they do. Those who possess a high level of emotional intelligence are typically driven. They are prepared to postpone short-term gains in favor of long-term prosperity. They are incredibly industrious, enjoy a challenge, and excel at all they do.

4) Empathy: This is the capacity to perceive the world from another person's perspective and to share and comprehend their needs, wants, worries, and/or emotional condition. Empathic people are adept at identifying other people's emotions, even when they might not be immediately apparent. Because of this, empathic people are typically very good at listening, managing relationships, and relating to others. They lead very transparent, honest lives and refrain from making snap judgments and stereotypes.

5) Social skills and relationship management: This refers to the ability to create networks and manage relationships. People with strong social skills, another indication of high emotional intelligence, are typically easy to talk to and like. People that have good social skills are usually cooperative. Instead of prioritizing their own accomplishment, they support the growth and success of others. They are skilled communicators, adept at resolving conflicts, and adept at establishing and preserving relationships.

1.2: Emotional Intelligence and Life Satisfaction

Feeling happy, contented and good about life is the people most and basic concern (Diener, 1998). Happiness, or subjective well-being, is also measured by the presence of positive experiences and feelings such as enjoyment and pride in accomplishment, and/or the absence of negative experiences and feelings such as pain, worry or sadness (Diener, et al, 1999).

Satisfaction comes in life with the active and adaptive coping with daily life stressors. The Function of active and healthy coping may not be merely to relieve distress, or resolve problems or manage stress and strains, but it also enhances potential for growth, satisfaction and quality of life. Additionally, that proactive or healthy and adaptive coping strategy to deal with any stress or distress comes due to healthy or high level of emotional intelligence. A positive sense of self, personal control, normal perceptions and an optimistic view of the future represent reserve resources that assist an individual manage the ebb and flow of everyday life (Taylor 1983; Taylor and Brown 1988).

The subjective well-being is divided into at least three modules, positive affective appraisal, negative affective appraisal, and life satisfaction. Life satisfaction is distinguished from an effective appraisal in that it is more cognitively than emotionally driven (Diener, 1984).

Moreover, other researchers have revealed that there is considerably relationship between higher levels of emotional intelligence and good mental health, whereas lower levels of emotional intelligence are associated with certain psychological disorders (Gonzalez, Piqueras & Linares, 2010).

A cross-sectional study on happiness and health behaviors in Chilean college students had indicated that being female and younger is correlated to higher happiness, as well as people self-reporting daily physical exercises and having

proper food daily have a higher probability of being classified as "very happy". While, those who have experienced stress in daily routine, they exhibited a minimum likelihood of being considered "very happy" during tests situations. Regarding drug intake and using tranquilizers under recommendation is negatively related to "subjective happiness" (OR= 0.62). Whereas smoking is positively correlated (OR= 1.20) (Piqueras, Kuhne, Vera-Villarroel, Straten & Cuijpers, 2011).

Further findings of studies have asserted that the higher emotional intelligence is associated with higher life satisfaction, better problem focused approach and coping skills and lesser anxiety, whereas correlation between the academic achievement and emotional intelligence seems to be little and not statistically considerable. Though, after controlling for the impact of cognitive abilities and personality, shared little discrepancy (6% or less) between emotional intelligence and life skills (Bastian, Burns & Nettelbeck, 2005).

Diener (1994) reported that overall paradigm of subjective well-being is a multidimensional construct, which is comprised of mental appraisals (life satisfaction) and emotional modules. Diener, Suh, Oishi, Lucas, and Smith (1999) proposed that the most recognized model of subjective well-being hypothesizes it as having an affective component (e.g., Sadness, apprehension, and delight) and a mental component (satisfaction with life).

Bar-On, 1997; Ciarrochi, Chan, & Caputi, 2000; Martinez-Pons 1997, 1999; Mayer, Caruso, & Salovey, 2000) stated finding a positive connection between emotional intelligence and satisfaction with life.

In support of these findings, Pavot, Diener, Colvin, and Sandvik (1991) reported that although mood variations and daily events can marginally impact particular reports of satisfaction with life, the consensus is that substantial stability exists in satisfaction with life. In a more recent study, Diener et al., (1999) proclaimed that "Defined as an individual's overall appraisal of the quality of her or his life, satisfaction with life integrates but also exceeds the instant effects of life events and mood states" (p. 276).

Furthermore, research conducted by Oginska et al., (2005), Matthews et al., (2006), Montes-Berges et al., (2007), Naidoo et al., (2008), accordingly, it has been found that 'emotional intelligence,' is the capability to detain deleterious feelings such as wrath, uncertainty, stress, apprehension and amplify emphasis on constructive ones such as self-confidence, empathy and geniality. Therefore, people should focus on mounting emotional intelligence to minimize stress, tensions and anxiety and to acquire success and happiness in life.

Studies have shown that Emotional Intelligence (EI) has a considerable connection between human performance (. 41 to .45) and contentment (. 78). Furthermore, Emotional intelligence has significant impact on wellbeing and quest for meaning of life (Bar – on, 2010). Further findings of research have demonstrated that there is nearly high positive correlation between the Emotional Intelligence and performance (r= 0.682) (Ahangar, 2012).

The Study conducted on Perceived Emotional Intelligence, Self – Esteem and Life Satisfaction in Adolescents have revealed that those adolescents who scored high in EI tended to show more mood and emotions understanding and managing whereas self – esteem is mediator between perceived EI and Life Satisfaction and has direct or indirect relation with life satisfaction (Rey & et.al, 2011). Another longitudinal nature of study conducted on the adolescents which has confirmed that high score in perceived EI shows good consideration to feelings and understanding, whereas lower scores in restoration and clearness of mood show worse psychological adjustment and substantially greater level of apprehension, dejection and societal pressure (Salguero & et. al, 2011)

Other studies have shown the direct relationship between Emotional Intelligence and Life Satisfaction. It has also indicated that it is directly linked with emotive health and contentment with life through mental well-being development (Ghorbanshiroudi, Khalatbari, Salehi, Bahari &

Keikhayfarzaneh, 2011). Further studies conducted on the relationship of Emotional Intelligence and stress caused by the organization have ascertained the positive but significant correlational ($p<0.05$) between Emotional Intelligence and Stress caused by the organization, furthermore, which also determine the quality and happiness of life. Basically, EI is also known as the important predictor of stress and essence of life (Kalyoncu, Guney, Arslan, Guney &Ayranci, 2012) Another finding of research studies has demonstrated that EI has direct or indirect association with pleasure and contentment. Additionally, the EI proportions solely have significant relationship with happiness' four subscales and is predictor for happiness, such as personal effectiveness and potency was prophesied by emotive consideration, whereas, pleasure, amusement and positive mood as well as life satisfaction were predicted by both Optimism/ mood regulation and societal capability, moreover, social interest was prophesied by the social ability. Manifestly, higher level of EI magnitudes ultimately is the predictors of happiness and contentment (Platsidou, 2013). In addition to this, another study has stated that individuals with better levels on the dimensions of EI (emotional control and mood regulation) have good understanding of emotions and experienced more optimistic mood than the respondents who scored less. Evidently, these individuals tend to endure positive affect and moderate negative moods which may be the destructive and stress generating mood (Spence, Oades & Caputi, 2004).

Other studies have also demonstrated that Emotional Intelligence has positive and substantial relation with psychological health but for the association between capabilities of comprehend and recognize emotions and self – sufficiency. Based on effects, it is also assumed that EI has indirect link with work satisfaction and general health subsequently it is derivative from satisfaction with the facets of one's life. This correlation supports the view that proficient control of emotions and other emotions strengthen goal striving ability and hence makes more content with life (Gallagher & Vella-Broderick, 2008; Gannon & Ranzijn, 2005; Palmer et al., 2002, Diener, Scollon, & Lucas, 2004; Avsec, Masnec & Komidar, 2009).

The findings of other studies in literature have discovered considerable positive relationship between emotional intelligence and cognitive resilience; however, EI and mental resilience are negatively correlated with feelings of apprehension and depression. Evidently, it is concluded that EI and mental resilience are also interconnected with psychological signs. Other studies also have shown negative relationship between cognitive resilience and worry or stress. Therefore, people who have inadequate flexibility are rigid in nature, make errors and encounter difficult and demanding situations. Whereas, on the other hand, individuals who are sufficient in mental resilience cope commendably with new and demanding situations and can yield unconventional and thoughtful ideas to tackle stressful circumstances. Besides this, mental flexibility shows fundamental role in intensifying a conviction in self- efficacy as measure of vigorous lifestyle and make a plausible way to success and happiness of life (Stahl & Pry, 2005; Bridges & Harnish, 2010; Martin et al., 1998; Gunduz, 2013; Anderson, 2002; Bhullar et al., 2012).

Emotional Intelligence is more than average in gifted people, which assists them to understand their emotions and manage situations better than normal people. Moreover, individuals who are prudent spiritually are also satisfied with their lives and enjoy contentment and happiness of life. Individuals who have active and dynamic spiritual life are mentally healthy people and are satisfied with life. It also increases hope and happiness among people (Parker et al., 1998; Faribors, Fatemeh & Hamidreza, 2010; Besharat, 2010; Karimi & Besharat, 2010; Jafari et. al, 2010).

Accordingly, enhancement of psychological resilience and less stress or adaptive coping leads to more satisfied life and opens new pathways towards the better living and healthy lifestyle (Abolghasemi, Varaniyab, 2010).

The research findings have indicated that emotional intelligence is significantly correlated with life satisfaction across the cultures

(Thingujam, 2011). Other studies have shown that emotional intelligence and metal health are positively and significantly correlated with each other. Police men have shown higher level of emotional intelligence with good psychological health (Dar, Alam & Lone, 2011). Another research study was conducted on Personality, well-being and health correlates of trait emotional intelligence. Research findings have revealed that Emotional intelligence is negatively connected with alexithymia and alcohol consumption, nevertheless, EI is positively interrelated with life satisfaction, community system and excellence (Saklofske, Austin & Egan, 2005). It has also been found out that Emotional intelligence has direct relationship with coping and health locus of control and it mediates between them and higher level of EI are also associated with less exhaustion and health locus of control and social support system and satisfaction (Saklofske, Austin, Galloway & Devidson, 2007; Brown & Schutte, 2006). According to Extremera & Berrocal (2005) individuals who are less depressive and neurotic and who are well familiar with their moods and emotions clearly tend to have greater life satisfaction. Whereas, perceived emotional intelligence and life satisfaction are associated with each other and mental health. Another research finding has revealed that capability of managing emotional states is associated with high self-esteem and predicts emotional and psychological adjustment in adolescents. Individuals who can identify and manage their emotional states showed fewer levels of anxiety and depression (Berrocal, Alcaide, Extremera, & Pizarro, 2006). The analysis of another study has demonstrated that Emotional intelligence is negatively associated with social reticence and both inversely proportionate. Therefore, higher levels of EI in individuals will show decreased levels of social reticence and in this manner heightening self-confidence and self-esteem and communication skills (Vijayalakshmi, Bhattacharyya, Bhartia & Muthuvel, 2008). Correspondingly, similar results were found in literature that emotional intelligence has significant relationship with psychological health and self-efficacy (Gupta & Kumar, 2010). In addition to this, Ciarrochi, Deane and Anderson (2002) have also confirmed though conducting research that Emotional Intelligence is the mediator between the psychological well-being and daily hassles and pressures of life.

Females with higher level of Emotional intelligence deal with all problems efficiently and use efficient conflict managing styles which they encounter in their wedding or with spouse. While, on other hand, females who are low in EI, have adopted unproductive conflict managing styles such as competitive/ controlling, circumventing or compromising. Thus, Emotional intelligence is perceptible and evident in all aspects of life happiness and contentment (Veshki et al, 2012).

The study was conducted on perceived emotional intelligence and life satisfaction among university teachers. The findings of this study have suggested that positive and negative mood (emotive clarity and repair), which are also domains of Emotional Intelligence, has strong effect on life satisfaction. However, job satisfaction is also a vigorous supplier in life satisfaction. Individuals with optimistic mood in the nonexistence of anxiety and depression have shown higher scores on satisfaction with life, inversely, individuals with negative mood have low scores and shown lesser contentment in life (Landa, Lopez-Zafra, Antonana & Pulido, 2006). The findings of other studies have proved that Emotional intelligence is negatively associated with negative symptoms of psychological health such as anxiety, depression, psychosomatic issues, malfunctioning and low self-esteem etc. Therefore, it is, further, confirmed that Emotional intelligence is used as the source of augmenting mental well-being and helps people to deal with psychological pressures (Shabani, Hassan, Ahmad & Baba, 2010).

. Furthermore, it has been affirmed in the other research study conducted on the nurses that Emotional intelligence is significantly related with life satisfaction and subjective well-being as well as spiritual wellness predicts satisfaction with life and happiness among nurses. Moreover, spiritual wellness plays the role of moderator between the Emotional intelligence and contentment and happiness of life (Habib, Riaz & Akram, 2012).

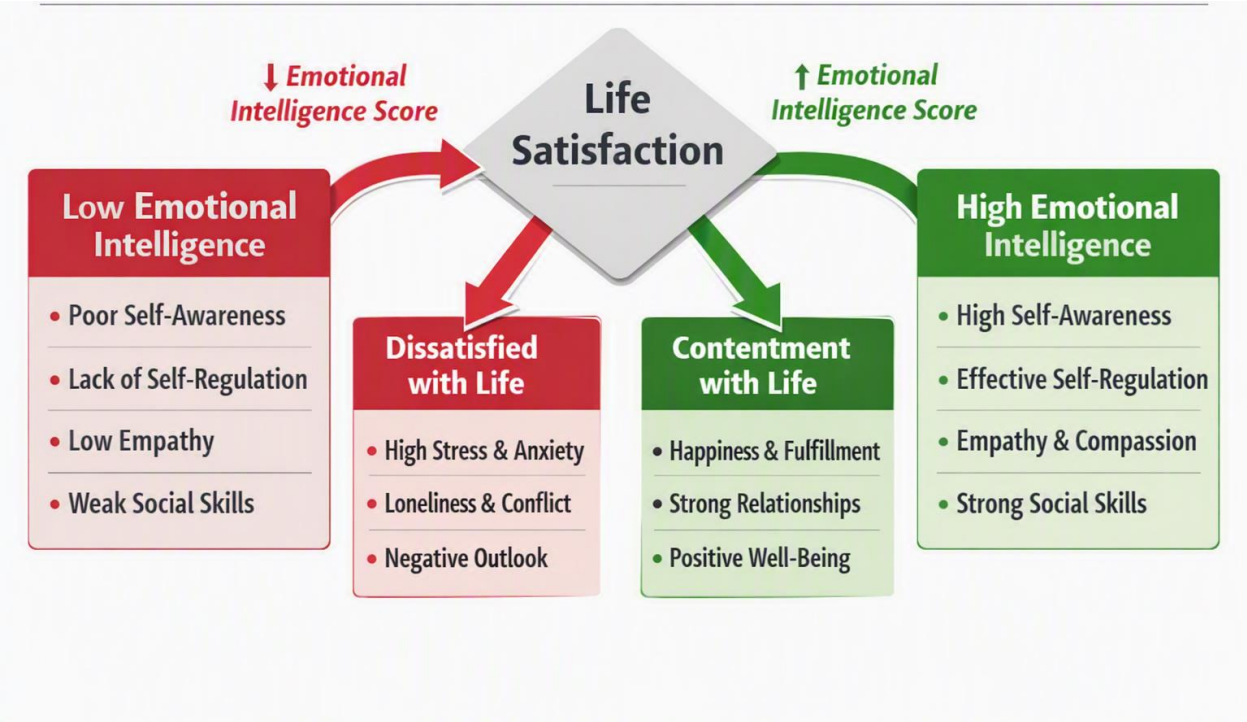
Another correlational study has suggested that Emotional Intelligence reflects the impact on satisfaction with life. It is concluded that individuals who are skilled in managing and understating their emotions effectively to marinating any demanding circumstances have shown higher level of contentment with life and displayed positive self-image. However, social support has not displayed any significant association with Emotional Intelligence, but social support and self- esteem foster Emotional intelligence (Runcan & Lova, 2013). The outcomes of other research studies have suggested that positive and health emotions are the predictor of satisfaction in all domains of life. But contentment with life is eventually contingent on growth of ego flexibility, which is involved in multiple functions and skills such as regulation of positive emotions, resolving daily routine issues and deals with stress and train and the ultimate capability to modify the deviant and irrational behaviors in order to seek pleasure and avoid uncertainties and psychological distress (Cohen, et. al, 2009).

On the other hand, individuals who find positive and healthy channels to express their emotions and feeling and deal effectively encountered stress (for instance, talking to family & friends, spending time with friends and family and have optimistic attitude and thinking) are mostly satisfied with life, happy and enjoy life. They also show good general and psychological health (Suldo, Shaunessy & Hardesty, 2008).

In the literature, it has also been exemplified that couples who were with higher levels of Emotional Intelligence have shown greater satisfaction in their marital relationships (Smith, Heaven & Ciarrochi, 2008).

Furthermore, Riaz, Shahzad and Ansari (2009) have found out that trait Emotional Intelligence has additional rationality in the forecasting effects such as life satisfaction and subjective happiness. Individuals who have greater levels of Emotional Intelligence have better understanding with their emotions as well as good at regulating their emotions which leads them toward healthy lifestyle, mental and physical wellbeing. In addition, they relish greater levels of happiness and contentment with life.

1.3: Conceptual Framework Model of Emotional Intelligence and Over all Life satisfaction



2: Methods

The present study is correlational in nature.

2.1: Participants:

The sample was drawn through convenient sampling technique of probability according to researcher's convenience from the general population and consisted of total 300 respondents out of which males (n=150), and females (n=150) which varied in marital status (such as single, married and divorced). The participants which were selected for the sample size were working, nonworking and students from different areas of Karachi city. However, criteria were set for choosing sample size i.e. the minimum qualification was intermediate, the age limit was 20 to 40 years and socioeconomic status (upper class, upper middle and middle class) which were constant variables, whereas dependent & independent variables were stress coping strategies, life satisfaction and emotional intelligence respectively.

2.2: Measures:

1. ***Self-Report Measure of Emotional Intelligence*** (SREMI) was developed by Rizwana Alam khan and Anila Kamal in 2010 in Urdu Language. The SREMI has been found reliable (alpha = .95) and valid measure of emotional intelligence with 60 items. It has three subscales with eleven facets. Subscales are; a) Emotional Self-Regulation Scale (ESRS) with five facets; which are Adaptability, Emotional Reactivity Management, Emotional Stability, Conscientiousness and Achievement Drive; b) Emotional Self – Awareness Scale (ESAS) with three facets; which are Self – Awareness, Perceived Self – Awareness and Self – Confidence; c) Interpersonal Skills Scale (ISS) with three facets; which are Empathy, Sociability and Communication. It was used in Urdu Language because permission was not given to translate it into English language.

The Satisfaction with Life Scale (SWLS) was developed by Ed. Diener and his colleagues in 1985, Likert Scale in English Language and administered in English Language. The SWLS has found valid and reliable measure of life satisfaction, and it is 5 items scale.

2.3: Procedure:

Participants were approached during working hours and daytime and were briefed about the purpose of the research. They were assured that information obtained from them would only be utilized for research purpose and would be kept confidential. Participants were asked to read a consent form before giving the consent for participation in research and were asked for fill out the demographic form first which contained the information about name, age, gender, qualification, occupation, marital status, no. of children, birth order, no. of siblings, family structure, socioeconomic status and any mental of physical disorder. They have then been presented with research questionnaires, along with the written and verbal instructions for filling out the questionnaires. The variable measures were presented in this order; Self Report Measure of Emotional Intelligence Test (SRMEI) (Khan.R.A, Kamal.A, 2010), and Satisfaction with Life Scale (SWLS) (Diener, Emmons, Larsen & Griffin, 1985) for emotional intelligence and life satisfaction respectively. The participants' queries were answered on the moment. The Pearson Correlation method was used to find out relationship among variables and obtained results were analyzed by using the Statistical Package for the Social Sciences to test the statistical significance of the relationship of the variables.

3: Statistical Analysis:

The data was analyzed by using Statistical Package of Social Sciences (SPSS, 16.0) and significance level of 0.01 - 0.05 was used for analyzing all research data.

The Demographic Information of entire sample is presented for their age and gender also included.

The Regression Model and Pearson Coefficient of Correlation was calculated to determine the relationship between Emotional Intelligence (EI) and life satisfaction.

Table: 1a
Pearson Coefficient of Correlation for Emotional Intelligence (EI) and Life Satisfaction (N= 300)

Independent Variable	Dependent Variable
Emotional Intelligence	Life Satisfaction
	.364**
Sig (2-tailed)	.000

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

Regression Model was also applied to find out the effect of independent variable i.e. Emotional Intelligence (EI) on dependent variable i.e. Life Satisfaction.

Table: 1b
Model Summary of Linear Regression Life Satisfaction (SWLS) is dependent on EI

Dependent Variable	*R*	*R²*	*Adjusted R²*
Life Satisfaction (SWLS)	.364a	.132	.129

a. Predictors: (Constant), EI

Table: 1c
Analysis of Variance for Linear Regression Life Satisfaction (SWLS) is dependent on EI

ANOVAb

Dependent Variable	Model	*Sum of Square*	*df*	*Mean Square*	*F*	*Sig.*
Life Satisfaction (SWLS)	Regression	1341.436	1	1341.346	45.480	.005a
	Residual	8789.444	298	29.495		
	Total	10130.880	299			

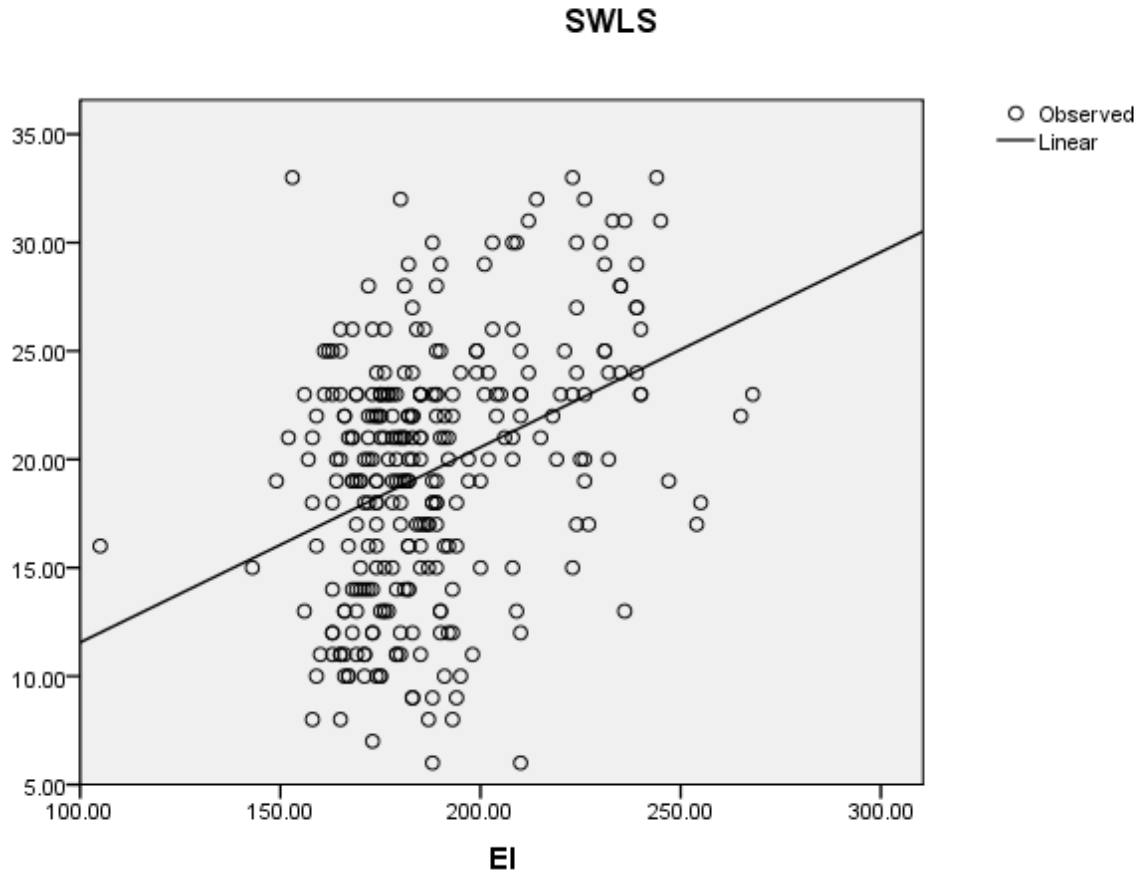
a. Predictors: (Constant), EI
b. Dependent Variable: SWLS

Table: 1d
Coefficients (a) for Linear Regression Life Satisfaction (SWLS) is dependent on EI

Model	Un-standardized Coefficient		Standardized Coefficient	*T*	*Sig.*
	B	*Std. Error*	*Beta*		
Constant	2.552	2.530		1.009	.314

Emotional Intelligence	.090	.013	.364	6.744	.005

a. Dependent Variable: SWLS



4 : Discussion of Results

As a result, EI reduces anxiety, worries, and issues while increasing happiness and contentment with life. Unlike IQ, emotional intelligence is deeply developed via life experiences, knowledge, education, and training during different stages of life. Therefore, the current study's goal was to investigate the relationship between emotional intelligence (EI) and life satisfaction. The current study examined the relationship and effect of emotional intelligence (EI) on life satisfaction by developing and testing a hypothesis. The next paragraphs present the investigation's findings, which were developed through extensive research.

The findings of current study has shown significant relationship between Emotional Intelligence (EI) and Life Satisfaction. The analysis of present study has revealed that Emotional intelligence is significantly and positively correlated with life satisfaction ($p > 0.01$). The findings of contemporary study are consistent with previous studies and literature. EI also has been considered as predictor of happiness, attaining success, satisfaction and quality of life. Therefore, it is concluded based on present study findings and previous studies and literature that individuals who have shown higher levels of Emotional Intelligence are satisfied with life, high

achievers, successful and enjoying happiness of life. They become less anxious, encounter less stressful and demanding events and circumstances and know the art of handling stressful & demanding situations properly. Moreover, they have good and amiable affiliations with their family, friends and colleagues, furthermore, bear good mental and physical health as well. Conversely, individuals who have shown fewer levels of Emotional Intelligence are always victims of apprehensions, tension, frustration, below average achievers and remain confused with ups & downs of life. In addition, they show no satisfaction with life, always have blaming attitude toward themselves and their social circles. They may have poor and unhealthy lifestyles and bundles of pressures and unhappiness in their lives, moreover, disturbed family and personal life and poor mental and physical health are evident as well. Hence, high levels of Emotional Intelligence is the verdict of contentment and multiple happiness of life either personal or academic and excellent quality of life. Thus, Emotional intelligence (EI) is conceptually and empirically linked to happiness and well-being (Palmer, Donaldson, & Stough, 2002; Saklofske et al., 2003; Kiamarsia & Abolghasemi, 2010; Odaci & Cikrikci, 2012; Furnham & Christoforou, 2007; Matheny, Roque-Tovar, & Curlette, 2008; Avsec & Kavcic, 2011; Zomer, 2012, Furnham & Petrides, 2003).

REFERENCES

Abe, J.A.A. (2011). Positive emotions, emotional intelligence, and successful experiential learning. *Personality and Individual Differences, Vol: 41,* 817–822

Abdullah, M. C., Elias, H., Mahyuddin, R. & Uli, J., (2004). Emotional Intelligence and academic achievement among Malaysian Secondary Students. Pakistan Journal of Psychological Research, Vol, 19, Number: 3-4, Pages, 105 -121

Abolghasemi, A., & Varaniyab, S.T. (2010). Resilience and perceived stress: predictors of life satisfaction in the students of success and failure. *Procedia Social and Behavioral Sciences, Vol: 05,* Pages: 748–752

Abraham, R (1999). Emotional Intelligence in organizations: A conceptualization. *Genetic, Social and General Psychology Monographs, 125(2), 209-224*

Baird, B. M. & Donnellan, M. B., (20100. Life Satisfaction across the Lifespan: Findings from Two Nationally Representative Panel Studies. Soc Indic Res, Vol: 99(2): 183–203.

Baron, R. (2012). Emotional Intelligence: an integral part of positive psychology. *South African Journal of Psychology, 40 (1).*

Baron, R. (2006). The Baron Model of emotional – social intelligence (ESI). *Psicothema 18,* 13-15

Batool, S. S. & Khalid, R., (2009). Role of Emotional Intelligence in marital Relationship. *Pakistan Journal of Psychological Research*, Vol: 24, No: 1-2, Pages: 43 -62 Bhullar, N., Schutte, N.S., & Malouff, J.M. (2012). Trait emotional intelligence as a moderator of the relationship between psychological distress and satisfaction with life. *Individual Differences Res. 10(1)*:19-26

Bugay, A. (2007). Loneliness and Life Satisfaction of Turkish University Students. Retrieved online from [http://www.ece.salford.ac.uk/proceedings/theme2.php?id=2].

Buetell, N. (2006). Life Satisfaction, a Sloan Work and Family Encyclopedia entry. Retrieved May 10, 2007, from the Sloan Work and Family Research Network Website: http://wfnetwork.bc.edu/encyclopedia_entry.php?id=academics, Retrieved from, https://workfamily.sas.upenn.edu/glossary/l/life-satisfaction-

definition

Cohn, M.A., Fredrickson, B.L., Brown, S.L., Mikels, J.A., Anne M. Conway, A.M. (2009). Happiness Unpacked: Positive Emotions Increase Life Satisfaction by Building Resilience. *Emotion, 9(3), 361-368.* Retrieved online from, http://www.unc.edu/peplab/publications/Cohn_Fredrickson_et_al_2009.pdf

Deniz, M. E., & Işik, E. (2010). Positive and negative affect, life satisfaction, and coping with stress by attachment styles in Turkish students. *Journal of Psychological Reports, Vol: 107(2),* 480-90.

Diener, E., Sapyta, J.J., Suh, E.M. (1998). Subjective well-being is essential to well-being. *Psychol. Inq. 9*:33–37

Diener, E., Lucas, R.E. (1999). Personality and subjective well-being. See Kahneman et al. 1999, pp. 213–29

Diener, E. (1984). Subjective well-being. *Psychol. Bull. 95*:542–75

Diener, E. (1994). Assessing subjective well-being: Progress and opportunities. *Social Indicators Research, 31*(4), 103-157.

Diener, E., Suh, E., Oishi, S., Lucas, R. E., & Smith, H. L. (1999). Subjective well-being: Three decades of progress. *Psychology Bulletin, 125,* 276-302.

Diener, E., Scollon, C. N., & Lucas, R. E. (2004). The evolving concept of subjective well-being: The multifaceted nature of happiness. In P. T. Costa, & I. C. Siegler (Eds.), *Advances in cell aging and gerontology: Vol. 15* (pp. 187-220). Amsterdam: Elsevier

Extremera, N., & Fernandez- Berrocal, P. (2005). Perceived emotional intelligence and life satisfaction: Predictive and incremental validity using the Trait Meta-Mood Scale. *Personality and Individual Differences, Vol: 39,* pp: 937–948

Faribors, B., Fatemeh, A., & Hamidreza, H. (2010). The relationship between nurses' spiritual intelligence and happiness in Iran. *Procedia Social and Behavioral Sciences, Vol: 05,* pages: 1556–1561

Fugl-Meyer, A. R., Melin, R. & Fugl-Meyer, S. K., (2002). Life satisfaction in 18 – to 64 year old swedes: In relation to Gender, Age, Partner and Immigrants Status. Journal of Rehabilitation Medical, Vol: 34: 239–246

Furnham, A. & Christoforou, I., (20070. Personality Traits, Emotional Intelligence, and Multiple Happiness. *North American Journal of Psychology*, 2007, Vol. 9, No. 3, 439-462.

Furnham, A., & Petrides, K.V. (2003). Trait Emotional Intelligence and Happiness. *Social Behavior and Personality, Vol: 31(8),* 815-824

Gallagher, E. N., & Vella-Broderick, D. A. (2008). Social support and emotional intelligence as predictors of subjective well-being. *Personality and Individual Differences, 44,* 1551-1561

Gannon, N., & Ranzijn, R. (2005). Does emotional intelligence predict unique variance in life satisfaction beyond IQ and personality? *Personality and Individual Differences, 38,* 1353-1364

Ghorbanshiroudi, S., & et al. (2011). Emotional intelligence and life satisfaction. *Indian Journal of Science and Technology, Vol. 4 No. 11*

Ghorbanshiroud, S., Khalatbari, J., Salehi, M., Bahari, S., & Keikhayfarzaneh, M.M. (2012). The relationship between emotional intelligence and life satisfaction and determining their communication skill test effectiveness. *Indian Journal of Science and Technology,* Indian Society for Education and Environment (iSee) http://www.indjst.org Indian

J.Sci.Technol.1560

Goleman, D. (1995). Emotional Intelligence: Why it can matter more than IQ? Bantam Books.

Habib, S., Riaz, M. N., & Akram, M. (2012). Emotional Intelligence as Predictor of Life Satisfaction among Nurses: Mediating Role of Spiritual Wellness (Jornal)?

Jafari,E., Najafi, M., Sohrabi, F., Dehshiri, G.R., Soleymani, E., & Heshmati, R. (2010). Life Satisfaction, spirituality well-being and hope in cancer patients. *Procedia Social and Behavioral Sciences, Vol: 05,* Pages: 1362–1366

Jose. A. Piqueras, W.K-V. (2011). Happiness and Health Behaviors in Chilean College Students: A Cross - Sectional Survey. *BMC Public Health*, 1-10

Kahneman, D., Diener, E., Schwarz, N. (1999). Well-Being: The Foundations of Hedonic Psychology. *New York: Sage Found*

Khan, R.A., Kamal. A. (2010). Self-Report Measure of Emotion Intelligence Scale and Manual. Developed and Published by National Institute of Psychology, Centre Of Excellence, Quaid –i- Azam University Islamabad, Pakistan

Kiamarsi, A. & Abolghasemi, A., (2010). Emotional intelligence and frustration: predictors of quality of life in patients with irritable bowel syndrome. *Procedia Social and Behavioral Sciences*, Vol: 5, pp; 827–831

Landa, J, M. A., Lopez-Zafra, E., Antonana, R. M., & Pulido, M. (2006). Perceived emotional intelligence and life satisfaction among university teachers. *Psicothema, Vol. 18, supl. pp. 152-157*

Lim, C., & Putnam, R.D. (2010). Religion, Social Networks, and Life Satisfaction. American Sociological Review, Vol: 75(6) 914–933, Retrieved online from http://www.ncbi.nlm.nih.gov/pubmed/6729517

Malouff, J.M., Schutte, N. S. & Thorsteinsson, E. B., (2014) Trait Emotional Intelligence and Romantic Relationship Satisfaction: A Meta-Analysis. *The American Journal of Family Therapy,* Volume 42, Issue 1.

Matheny, K.B., Roque-Tovar, B. E., & Curlette, W. L. (2008). Perceived stress, coping resources, and life satisfaction among U. S. and Mexican college students: A cross-cultural study. *Anales de psicología, vol. 24 (1),* pp: 49-57

Mayer, J. S. (2000). Chapter: 15, "Selecting a measure of emotional intelligence; a case for ability scale". In J.A. R. Bar-on, the handbook of emotional intelligence, theory, development, assessment and application at home, school and in the workplace. (pp. 329-332). San Farncisco: Jossey- Bass.

Mayer, D. J., Peter. S., & Caruso, D.R. (2004). Emotional Intelligence, theory, findings and implications. *Psychological Inquiry, 15, No: 03,* 197-215.

Mirabzadeh, A., Eftekhari, M. B., Forouzan, A. S., Sajadi, H. & Rafiee' H., (2013). Relationship between the ways of coping and quality of life in married women: toward mental health promotion. Iran Red Crescent Medical Journal, Vol: 15(8): 743–748

Misra, R., & McKean, M. (2000). College students: academic stress and its relation to their anxiety, time management, and leisure satisfaction. *American Journal of Health Studies, Vol. 16,* No. 1, pp.41–50.

Nutankumar, S., & Thingujam. (2011). Emotional intelligence and life satisfaction: re-examining the link and mediating role of affectivity and personality in India. *Journal of Indian academy of applied Psychology, Vol, 37,* No. 01, 27-34

Odaci, H. & Cikrikci, O., (2012).University Students' Ways of Coping with Stress, Life Satisfaction and Subjective Well-Being. *The Online Journal of Counselling and Education,* Volume 1, Issue 3

Palmer, B., Donaldson, C., & Stough, C. (2002). Emotional intelligence and life satisfaction. *Personality and Individual Differences, 33,* 1091-1100.

Pandey, R., & Tripathi, A. N. (2004). Development of Emotional Intelligence: Some Preliminary Observations. *Psychological Studies*, *49*, 147-150

Pavot, W., Diener, E., Colvin, B., & Sandvik, E. (1991). Further validation of the satisfaction with life scale: Evidence for the cross-method convergence of self-report well-being measures. *Journal of Personality Assessment, 57,* 149-161.

Pinquart, M. & Sorensen, S., (2009). Influences of Socioeconomic Status, Social Network, and Competence on Subjective Well-Being in Later Life: A Meta-Analysis. *Psychology and Aging,* Vol. 15, No. 2. 187-224

Platsidou, M. (2013). Trait emotional intelligence predicts happiness, but how? An empirical study in adolescents and young adults. *International Journal of Wellbeing*, *3*(2), 197-209. doi:10.5502/ijw.v3i2.6

Rey, L., Extremera, N., & Penz, M. (2011). Perceived Emotional Intelligence, Self-Esteem and Life Satisfaction in Adolescents. *Psychosocial Intervention, Vol: 20(2),* 227-234

Riaz, Z., Shahzad, S., & Ansari, K. (2009). Trait Emotional Intelligence as a determinant of life satisfaction and subjective happiness. *Pakistan Journal of Psychology, Volume 40, NO (01),* Pages 93-101

Runcan, P. L., & Iovu, M. B. (2013). Emotional Intelligence and life satisfaction in Romanian University Students: The Mediating role of Self- esteem and social support. *Revista de cercetare [i intervenJie social, vol. 40,* pp. 137-148

Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive psychology: An Introduction. In Special issues on happiness, excellence and optimal human functioning. *American Psychologist, 55*, 5-14

physical and psychological health functioning. *Stress and Health*, *21*, 77–86.

Veneta. A. Bastian, N. R. (2005). Emotional Intelligence predicts life skills, but not as well as personality and cognitive abilities. *Personality and Individual Differences 39 (2005)*, 1135-1145.

IEER
Institute for Excellence in Education & Research